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YOUTH ASPIRATIONS AND PERCEPTIONS OF ROTC/MILITARY: A COMPARISON

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and

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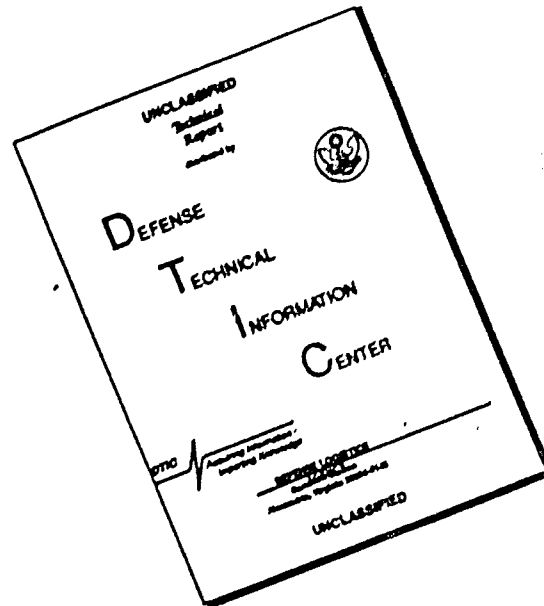
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FOREWORD

Part of the research of the Personnel and Manpower Technical Area of the Army Research Institute for the Behavioral and Social Sciences (ARI) deals with encouraging college students to become Army officers through enrollment in the Reserve Officers' Training Corps (ROTC). This report explores high school and college students' perceptions and opinions of ROTC; it also compares ROTC cadets with non-ROTC students. Survey data on which the report is based were collected by Gilbert Youth Research, Inc., under Contract DAHC19-77-C-0017. The research was accomplished under Army project 2Q162717A766, Manpower Systems Management. COL William McKay, Chief, and Mr. Wesley Williams of the Advertising/Media Division of ROTC/TRADOC provided valuable aid.

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YOUTH ASPIRATIONS AND PERCEPTIONS OF ROTC/MILITARY:
A COMPARISON

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BRIEF

Requirement:

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This research was undertaken to provide current information on what high school and college students think about the Army Reserve Officers' Training Corps (ROTC), and how ROTC cadets differ from other students if there is a difference.

↖

Procedure:

Data were gathered from interviews with 2,131 students, who were selected to provide representative samples of high school level Junior ROTC (JROTC) cadets, college ROTC cadets, and high school and college students not in ROTC at schools with and without ROTC programs. Students varied by race, sex, and other demographic characteristics.

Findings:

ROTC and JROTC cadets were predominantly male; significantly more cadets than noncadets were blacks, from lower-income families, and from the South, and they were more likely to have family or friends in the military. Parents and military personnel most strongly influenced their entering the program and a military career. About a third of the JROTC cadets planned to enter college ROTC, a military academy, or military service after graduation.

Cadets were more likely to feel their families and friends were positive toward military service, but most said their friends were neutral about it. College cadets' own attitudes were more positive than noncadets'. Noncadets did not possess much accurate information about ROTC. All groups said that military preparedness is a good idea, that ROTC should be an on-campus program, and that the main disadvantages were the restrictions on personal behavior and the image of the program on campus.

More than half the college ROTC students planned to serve more than their minimum active duty obligation on graduation. A fourth of the cadets felt an unconditional duty to serve in the Army, while a majority felt it their duty to serve if needed. Larger proportions of women and nonwhites were undecided about a military career.

Utilization of Findings:

ROTC recruiters may find this nationwide survey informative and of interest.

YOUTH ASPIRATIONS AND PERCEPTIONS OF ROTC/MILITARY:
A COMPARISON

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YOUTH ASPIRATIONS AND PERCEPTIONS OF ROTC/MILITARY: A COMPARISON

INTRODUCTION

This report describes the results of a broad survey of the demographic characteristics, educational and job aspirations, influences, attitudes, beliefs, and opinions among nationally representative samples of high school and college students. Emphasis of the research was twofold: (a) to examine attitudes toward and perceptions of Reserve Officer Training Corps (ROTC) programs and (b) to compare high-school-level Junior ROTC (JROTC) and college-level Senior ROTC (SROTC) cadets with corresponding groups of high school and college students not associated with JROTC or SROTC programs.

The specific purposes of this survey were to assess

1. Demographic and sociopsychological differences between JROTC/SROTC cadets and the general high school and college student populations;
2. Attitudes among cadets and noncadets toward service as a military officer;
3. Survey respondents' knowledge of and beliefs about ROTC programs;
4. Students' likelihood of joining Army ROTC, and college/career plans and preferences;
5. Potential of survey information gathered to provide Army ROTC advertising guidelines.

METHOD

Six basic population groups were sampled during late spring 1977:

1. College and university freshmen and sophomores who are Army SROTC cadets;
2. Freshman and sophomore non-SROTC students at Army SROTC-program colleges and universities;
3. Freshman and sophomore non-SROTC students at colleges without Army SROTC programs;
4. High school juniors and seniors who are JROTC cadets;

5. Junior and senior non-JROTC students at Army JROTC-program high schools;
6. Junior and senior non-JROTC students at high schools without Army JROTC programs.

Sampling Procedure

For both JROTC high schools and SROTC colleges, the basis for sample selection was the Directory of ROTC/NDCC Units, December 1976.

The SROTC sampling frame was composed of 285 colleges with Army ROTC programs, representing all ROTC regions and States within regions. Two samples of 40 ROTC colleges were drawn so that ROTC programs of varying sizes were adequately represented. The first sample of 40 colleges was designated as the target sample. If a school within this sample did not participate, a comparable school from the second sample was designated a substitute. JROTC high schools and non-JROTC high schools were selected according to the same procedures as those used for colleges.

Non-SROTC colleges were selected by subsampling from a National Probability Sample of colleges, omitting those colleges with Army ROTC programs.

Selection of Respondents

JROTC and SROTC cadets were selected from rosters provided by participating institutions. The rosters were divided into four groupings: white males, nonwhite males, white females, and nonwhite females. The samples were drawn such that each sample school was represented in proportion to its size.

Within the selected ROTC and non-ROTC colleges, non-SROTC respondents were obtained for the survey by interviewers who were at the entrances to randomly selected classroom buildings at different times each day, so as to obtain a broad representation among students entering and leaving the buildings.

Non-JROTC respondents in both JROTC and non-JROTC high schools were selected in accordance with a random sampling procedure applied to the rosters of junior and senior students at the selected schools. The faculty coordinator at each school supervised the selection process.

Questionnaires

Three interview questionnaires were designed. The first form was used for both cadet and noncadet high school students; the second form, for noncadet college students; and the third form for SROTC cadets. Items were mostly standard across the three forms, which consisted of 85 items and required approximately 45 minutes to complete.

All data were obtained by personal interview using these questionnaires. Letters requesting permission for these interviews were sent to the appropriate high school and college administrators. Then, upon receipt of permission, an appropriate faculty member at each school was chosen to be responsible for carrying out the survey; professors of military science at colleges and universities, and senior Army instructors at high schools arranged for JROTC/SROTC cadet interviews. The actual interviewing was conducted on an individual basis by student peers selected and briefed by the faculty interview coordinators.

RESULTS

The numbers of cases for each target population in the survey sample are shown in Table 1.

Table 1
Survey Sample

Target population	No. of schools	Sample size
SROTC colleges	33	
Cadets		360
Noncadets		156
Non-SROTC colleges	25	
Noncadets		358
JROTC high schools	25	
Cadets		663
Noncadets		211
Non-JROTC high schools	19	
Noncadets		<u>383</u>
Total		2,131

Data analyses consisted of questionnaire item cross-tabulations. The results in the tables of this report and its appendixes were derived from extrapolations to population estimates based on weighting procedures, not on actual survey results. This procedure simultaneously provides results that closely approximate actual sample results and permits the survey to be generalized to the populations from which the samples were obtained.

Demographic Profiles

Tabulations of eight demographic characteristics--sex, race, age, marital status, family income, region of socialization, type of community in which respondent grew up, and religion--are presented in Appendix A, Table A-1. Also shown are the percentage distribution of these eight characteristics among the six basic respondent groups. Both JROTC/non-JROTC and SROTC/non-SROTC comparisons revealed that certain differences were significant:¹

Sex: JROTC/SROTC cadets are disproportionately male.

Race: The proportion of black JROTC/SROTC cadets is higher than the proportion of blacks in the general population.

Family income: JROTC/SROTC cadets are more likely to come from lower-income families (\$15,000 annual income or less).

Region: JROTC/SROTC cadets are more likely to come from the South.

Demographic Characteristics and ROTC Propensity. All survey respondents were asked to read brief, standardized descriptions of the ROTC programs offered by each service (Army, Navy, and Air Force). Respondents were informed of the following distinction between scholarship and subsistence (living allowance) programs: that scholarship programs entailed a 4-year term of obligated service, and that the term of obligation for the subsistence programs was 3 years for the Army and Navy, and 4 years for the Air Force. After reading each program description, each respondent was given the following response options: (a) I would apply for this program; (b) I would not apply for this program; or (c) I don't know if I would apply for this program.

Scholarship and Subsistence Programs. Table A-2 presents percentages, according to demographic variables, of respondents' propensity to apply for ROTC scholarship programs among Army JROTC cadets

¹References to "significant differences" are based upon statistical tests (t tests) which indicate that the findings were very unlikely to have occurred by chance.

and their noncadet peers in program and in nonprogram schools. Not unexpectedly, higher rates of applicant propensity for Army ROTC as opposed to ROTC of other services were generally evident for cadets. Also among cadets, the greater propensities for the Army program were shown by males, nonwhites, those from low-income families, and those from the Northeast.

For the non-JROTC respondent groups, both in program and in non-program schools, differential rates of applicant potential for Army ROTC were also noted. In particular, the higher propensity for Army ROTC is shown among males; nonwhites; respondents from rural areas, low-income families, and the West. Nonwhites on Army JROTC campuses showed a preference for Army ROTC, whereas nonwhites in nonprogram schools favored Navy and Air Force programs.

Percentages of applicant propensity for ROTC subsistence programs among high school juniors and seniors are presented in Table A-3. Findings generally agree with previous results for ROTC scholarship programs.

Table A-4 presents percentages of applicant potential for ROTC scholarship programs among college freshmen and sophomores not enrolled in Army ROTC. Generally higher applicant potential was reported at program schools by nonwhites, respondents from low-income families, and respondents from "medium-size" institutions (enrollment of 3,000-12,000). These latter findings are reasonably consistent with the findings among the high school respondents.

Analyses of applicant potential for ROTC subsistence programs among college students not enrolled in Army ROTC (Table A-5) revealed differences for race, size of school, and family income similar to those (see Table A-4) reported for scholarship programs.

Military Exposure. Table A-6 shows the pattern of military exposure to be greater for cadet than for noncadet groups. A striking finding is the relatively high percentage of SROTC cadets--17.6%--whose fathers had been in the military more than 10 years. Also, 36.4% of JROTC cadets and 42.4% of SROTC cadets had fathers who served in the Army. Corresponding figures for noncadets at the same institutions were 31.7% for high school students and 33.1% for college students. JROTC and SROTC cadets also tended to (a) have more siblings, relatives, and good friends in ROTC and the military, and (b) have greater present contact with military families than non-ROTC students.

School and Educational Aspirations

The tables in Appendix B deal with the educational aspirations and motivations for higher education of the various respondent groups.

In general, JROTC cadets appear to be less college-oriented than non-JROTC students (see Table B-1). Less than two-thirds (63.9%) of these cadets planned to continue schooling after graduation, compared to more than 7 out of 10 of the non-JROTC students. Compared with non-JROTC students, JROTC cadets also appeared to be less eager to go to college and less likely to enroll in college immediately after graduation.

Also, compared with non-JROTC students, fewer JROTC cadets knew which college they would attend, but a significantly greater proportion of them said they would attend college on a scholarship with military obligation.

As seen in Table B-2, no significant difference was found between white and nonwhite JROTC cadets regarding their plans to continue school after graduation. Nonwhite JROTC cadets were less certain as to which college they would enter (nonwhite, 26%; white, 32%), but a much greater proportion of them expressed a willingness to go to college on a scholarship with military obligation (nonwhite, 43%; white, 29%).

A greater percentage of nonwhite noncadets than of nonwhite cadets planned to continue school after graduation from high school. However, nonwhite noncadets were less willing than nonwhite cadets to go to college on a scholarship with military obligation. But a significantly higher proportion of nonwhite noncadets than of white noncadets would accept a college scholarship with military obligation.

Reasons for Not Going to College. Among noncollege-oriented high school upperclass students, JROTC cadets showed patterns similar to those for non-JROTC students concerning reasons for not planning to go to college after graduation (Table B-3). The most compelling reason for all groups was a desire to acquire work experience first. Other major reasons given were

1. Indecision as to life goals;
2. Inability to pay; and
3. Family financial responsibilities.

Though the overall patterns were similar, JROTC cadets were somewhat less undecided as to life goals and more inclined to want work experience before attending college.

Reasons for Going to College. All high school respondents were read a list of reasons why people are motivated to go to college, and were asked to rate on a scale of 1 to 5 how important each reason was to them personally. The higher the rating assigned to an item, the more important the item was considered. Table B-4 shows that JROTC/SROTC cadets and their noncadet peers have similar motivations for going to college. Reasons considered highly important by all respondent groups were

1. To develop the skills, abilities, and credentials required for future careers;
2. To gain general self-improvement and fulfillment;
3. To pursue knowledge and ideas;
4. To discover self-awareness and identity; and
5. To build a personal philosophy.

All respondent groups rated "getting away from home," "friends going to college," and "postponement of life's decisions" as relatively unimportant reasons for going to college.

College Expenses. Respondents were asked how college expenses are being or will be defrayed. With the exception of JROTC cadets, almost one-half the cadets and students reported that their families either paid or will pay college expenses (see Table 2).

Also, a greater percentage of JROTC/SROTC cadets than noncadets reportedly expect their expenses to be defrayed by scholarships. In addition, college students were more likely than were high school students to indicate "subsidy" as a source of finances.

As shown in Table B-5, a greater proportion of nonwhite than white students expected college expenses to be paid by scholarship and subsidy. However, a much higher percentage of the white students reported that their families pay or will pay college expenses. This was true at both the high school and college levels.

Comparison of Grade Averages. High school respondents were asked to indicate their approximate grade averages in high school, and college respondents were asked for both high school grade averages and college averages to date. Percentages of each group reporting their grade averages to be between A and F are shown in Table 3. Approximately one-half of the JROTC cadets reported grades of C+ and lower, as compared with a composite of slightly over one-third of the non-JROTC students. The same pattern is observed to a lesser degree between SROTC cadets and non-SROTC students in terms of high school grades.

College Major. Table 4 presents the percentages of the respondent groups who plan to major or are majoring in various college subjects.

A higher percentage of JROTC cadets expressed interest in engineering and the physical sciences than did non-JROTC students, who expressed a greater interest in the social sciences and fine arts. The largest percentage difference between JROTC cadets and non-JROTC students pertained to fine arts, with non-JROTC students displaying the greater affinity. In contrast with the high school student

Table 2

Summary of College Financing, in Percent

Source	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Family pays/ will pay	35.4	45.9	46.7	50.1	50.9	41.4
Scholarship	27.3	21.6	16.5	27.2	18.0	17.3
Subsidy	9.5	8.6	8.8	19.0	10.5	25.6
Working way through	31.6	28.3	33.2	29.3	38.2	29.2
Other	2.6	1.3	4.5	2.6	12.4	4.7
$a_n = 396$	$b_n = 145$	$c_n = 260$	$d_n = 360$	$e_n = 156$	$f_n = 358$	

Table 3

Summary of Grade Averages, in Percent

Grades	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
High school						
A- to A (90% or above)	7.2	16.1	14.3	16.9	37.8	25.0
B- to B+ (80%-89%)	42.3	46.0	50.6	59.7	49.6	53.2
C- to C+ (70%-79%)	46.9	34.8	31.1	22.7	10.9	20.2
D- to D+ (60%-69%)	3.3	2.5	3.1	--	--	1.0
Lower than D- (lower than 60%)	--	--	--	--	--	--
College						
A- to A (90% or above)	NA	NA	NA	11.1	16.5	15.0
B- to B+ (80%-89%)	NA	NA	NA	35.5	44.7	54.0
C- to C+ (70%-79%)	NA	NA	NA	46.6	34.5	28.4
D- to D+ (60%-69%)	NA	NA	NA	5.8	1.6	0.9
Lower than D- (lower than 60%)	NA	NA	NA	--	--	--
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Table 4

Summary of College Major Fields, in Percent

Intended major	High school				College			
	Program schools		Nonprogram school students ^c		Program schools		Nonprogram school students ^f	
	JROTC cadets ^a	Noncadets ^b			SROTC cadets ^d	Noncadets ^e		
A physical science	10.9	8.7	6.1	10.7	10.7	9.5	8.7	
A social science	5.4	8.9	10.7	22.5	22.5	18.3	17.1	
Mathematics	3.4	4.8	5.2	3.3	3.3	2.5	2.3	
English	0.6	1.1	--	1.0	1.0	1.1	0.8	
Fine arts	5.0	18.5	5.2	2.4	2.4	9.5	5.0	
Physical education	1.2	1.6	3.4	3.6	3.6	2.9	3.4	
Engineering	15.7	7.3	8.3	9.0	9.0	8.1	4.8	
Agriculture	1.9	3.3	1.2	4.4	4.4	1.2	5.4	
Other	37.0	35.2	42.1	38.3	38.3	45.0	47.5	
Don't know	16.8	9.5	16.5	4.7	4.7	1.2	3.5	
^a n = 396								
^b n = 145								
^c n = 260								
^d n = 360								
^e n = 156								
^f n = 358								

preferences, social science was more popular with the SROTC cadets than with non-SROTC cadets.

Also not to be overlooked is the fact that the largest single category for all of the groups was "other." It appears that the choices offered were far from exhaustive. Some omissions are history, languages, and biology.

Extracurricular Activities. College respondents' participation in school extracurricular activities is presented in Table 5. No significant differences were found between SROTC cadets and noncadets with regard to previous participation in extracurricular activities in high school. It was found, however, that a somewhat greater proportion of the SROTC cadets (23%) had attended high schools with JROTC programs than did both groups of non-ROTC students (average 18.6%). More important, approximately 35% of the SROTC cadets who had attended JROTC high schools had been members of JROTC. Otherwise, cadets were not found to differ overall from non-SROTC peers in terms of various extracurricular activities in college.

JROTC Graduation Plans. On being asked about their plans after graduation from high school, 31% of the JROTC cadets reported plans to attend college, an additional 17% indicated that they would attend college and join ROTC as well (see Table 6), and another 4% said that they plan to attend a service academy. Thus, of the total of 52% who expressed college plans, almost half expect to be directly involved with the military.

Table 6

JROTC Graduation Plans, in Percent

Plan	%
Attend college and not join ROTC	31.3
Attend college and join ROTC	17.1
Attend a military academy	3.9
Enlist in the Army, Navy, or Air Force	14.0
Work	22.7
Undecided/none of the above	5.6
No response	5.4

Table 5

College Respondents' Participation in Extracurricular
Activities, in Percent

Activity	Program schools		Nonprogram school students ^c
	SKOTC cadets ^a	Noncadets ^b	
Attended high schools with JROTC	22.7	18.8	18.5
Were members of JROTC at JROTC schools	35.0	--	14.0
Participated in extra- curricular activities in high school	90.3	93.4	87.1
Are members of			
A social fraternity/ sorority	32.0	41.7	19.0
College ROTC	100.0	2.4	1.9
A campus religious group	11.0	12.7	8.4
A service-oriented club	22.6	19.2	25.4
A campus political party	5.2	7.8	3.8
A professional society	14.7	13.7	13.6
Student government	15.3	24.3	15.3
Athletic team	38.2	31.1	38.0

^a_n = 360^b_n = 156^c_n = 358

An additional 14% of the cadets said that they plan to enlist in the armed services after graduation from high school. Almost one-fourth of the JROTC cadets said that they plan to go to work after graduation. Minorities did not differ significantly from whites on any of the items.

Job Plans and Aspirations

Appendix C presents detailed tabulations of career plans and aspirations.

Careers Being Considered. Respondents were presented with a list of 15 career groups and asked, "Which one of these career areas are you most likely to end up in?" Percentages of various groups who chose each career area are presented in Table 7. The most important group differences were the following:

1. More than one-fifth of the JROTC and SROTC cadets said that they would most likely enter military service, compared to negligible numbers of non-ROTC students.
2. Proportionately fewer JROTC cadets than non-JROTC students intend to go into teaching and social service.
3. Proportionately fewer cadets than non-cadets intend to go into business administration or fine arts/performing arts.

Table C-1 indicates the differences in career area choices between men and women. These differences are summarized in the following lists.

Career areas selected by:

Proportionately More Males

Engineering, physical science,
mathematics, architecture

Business administration

Technical jobs

Proprietors, sales

Mechanical, industrial trades

Construction trade

General labor, community and
public service

Military service

Proportionately More Females

Medical and biological services

General teaching and social
service

Humanities, law, social and
behavioral sciences

Fine arts, performing arts

Secretarial-clerical, office
workers

Homemaker

Table 7

Career Choices of All Respondent Groups, in Percent

Career	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Engineering, physical science, mathematics, architecture	13.7	11.8	10.7	14.8	11.9	9.9
Medical and biological sciences	7.9	9.7	10.0	12.9	15.0	13.8
Business administration	11.4	9.4	16.4	17.6	31.5	26.3
General teaching and social service	1.9	5.5	8.7	7.3	10.7	9.8
Humanities, law, social and behavioral sciences	7.0	13.4	9.9	13.4	17.3	13.3
Fine arts, performing arts	4.8	11.3	5.8	1.6	5.3	6.3
Technical jobs	5.2	5.2	2.9	3.0	2.7	2.5
Proprietors, sales	0.5	1.3	6.0	1.4	--	--
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Table 7 (Continued)

Career	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e	
Mechanics, industrial trades	7.2	5.2	4.2	0.6	1.3	2.2
Construction trade	3.5	5.2	3.8	--	--	--
Secretarial-clerical, office workers	4.8	8.8	4.6	--	--	2.9
General labor, com- munity and public service	2.7	1.1	2.1	1.8	--	1.3
Military service	20.5	--	3.4	20.8	--	1.9
Homemaker	1.3	4.1	3.5	0.5	--	1.3
Other	5.2	6.9	7.4	1.9	2.2	6.6
^a _n = 663	^b _n = 211	^c _n = 383	^d _n = 360	^e _n = 156	^f _n = 358	

In the JROTC/SROTC cadet groups, the female cadets showed considerably less interest in a military career than did male cadets.

According to Table C-2, there was essential interracial comparability in military service career interest among JROTC cadets. About one-fifth of both whites and nonwhites expressed military career interest. However, there was a significantly higher percentage of military career interest among white SROTC cadets (24%) than among nonwhite SROTC cadets (14%).

Career Influences. Respondents were asked to rate a list of factors as to their importance in career choice. Table 8 gives the percentage of each group that rated each factor to be of critical or major importance. The two influences recognized as most important by all respondent groups were advice of parents and information from persons in the career.

Nonwhites tended to attribute greater importance to influences in general, with the exception of "opinions of friends" at the high school level (see Table C-3).

Salary Expectations. Percentage distributions of responses to the question on salary expectations for 10 years past high school are given in Table 9. The main difference between JROTC cadets and high school noncadets was that a higher proportion of the cadets (16.1% vs. 9.5%) expected to be making under \$10,000. There was no notable difference in salary expectations at the college level. It is interesting that the sharpest contrast is between the two cadet groups concerning proportions expecting to be making less than \$10,000. The SROTC cadet group yields the smallest percentage (3.7%) who expect to be making under \$10,000 in 10 years.

As shown in Table C-4, there was also a general tendency among high school nonwhites to be less likely to fit into the \$10,000 to \$20,000 bracket, and more inclined to expect \$25,000 and over, than whites (Table C-4). The same tended to be true at the college level.

Importance of Job Dimensions. A list of 21 factors considered to be possible components of job satisfaction was presented, and respondents were asked to rate each factor for personal importance on a 5-point scale. The higher the rating assigned, the more important the factor.

As shown in Table 10, "chance to be a leader" stands out as a factor of greater importance to JROTC cadets than to noncadets. The extreme lack of importance attributed to "geographic desirability" by SROTC cadets was also noteworthy. Otherwise, similarity among profiles for the various groups was remarkable, with the 21 factors generally receiving positive importance ratings.

Table 8

Major Influences on Respondents' Choice of Career, in Percent

Form of influence	High school		College		
	Program schools		Program schools		
	JROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Noncadets ^e	Nonprogram school students ^f
Parents	72.7	63.5	60.5	52.9	57.0
Other relatives	25.9	19.0	16.1	15.0	14.9
High school counselors/principal	29.6	22.1	19.2	11.1	20.6
Opinions of friends	17.4	23.0	14.7	13.6	22.9
Information obtained from those in the career	69.4	70.9	77.4	76.3	76.3
Radio/television announcements	17.7	11.8	9.7	7.3	8.2
Magazine/newspaper advertisements	20.9	13.1	13.5	10.3	13.2
Pamphlets/literature	31.8	22.2	35.6	29.9	26.8
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358

Table 9

Salaries Expected 10 Years After High School Graduation, in Percent

Salary expected	High school		College	
	Program schools		Program schools	
	JROTC cadets ^a	Nonprogram school students ^c	SPOTC cadets ^d	Nonprogram school students ^f
Under \$10,000	16.1	9.5	3.7	4.2
\$10,000-\$19,999	43.0	46.4	53.1	52.1
\$20,000-\$24,999	14.5	16.8	19.2	22.2
\$25,000 and over	25.7	27.0	23.0	21.5
$a_n = 663$	$b_n = 211$	$c_n = 323$	$d_n = 360$	$e_n = 156$
			$f_n = 358$	

Table 10

Respondent Ratings of Job Dimensions, on Scale of 1-5

Job dimension	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Job security	4.57	4.39	4.43	4.46	4.50	4.34
Self-improvement	4.54	4.42	4.45	4.53	4.49	4.41
Advancement opportunity	4.52	4.50	4.50	4.61	4.58	4.29
Salary	4.49	4.39	4.35	4.13	4.25	4.05
Interesting/challenging job	4.44	4.42	4.49	4.63	4.66	4.52
Chance to help others	4.34	4.31	4.25	4.18	4.32	4.24
Responsibility	4.32	4.20	4.18	4.24	4.25	4.09
Family contentment	4.29	4.16	4.31	4.29	4.34	4.22
Utilization of skills	4.20	4.17	4.10	4.32	4.27	4.11
Importance of work	4.20	4.05	4.21	4.24	4.26	4.08
Personal freedom	4.18	4.33	4.25	4.31	4.51	4.42
Stability of home life	4.16	4.16	4.15	4.06	4.18	4.10
Interesting people	4.13	4.30	4.24	4.23	4.19	4.17
Chance to be a leader	4.13	3.44	3.66	4.22	3.81	3.58
Adventure	4.07	4.02	4.19	4.26	3.97	4.12
Quality of supervisors	4.04	3.95	3.97	4.02	4.11	3.89

Note. Dimensions rated on a 5-point scale with 5 highest, 1 lowest.

^a n = 663 ^b n = 211 ^c n = 383 ^d n = 360 ^e n = 156 ^f n = 358

Table 10 (Continued)

Job dimension	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROYC cadets ^d	Noncadets ^e	
Contribution to society	3.89	3.64	3.54	3.92	3.70	3.82
Feedback on performance	3.87	3.74	3.80	4.08	4.32	4.02
More schooling	3.83	3.58	3.41	3.85	3.31	3.43
Prestige	3.58	3.32	3.56	3.54	3.60	3.30
Geographic desirability	3.31	3.34	3.30	1.19	3.45	3.38

Note. Dimensions rated on a 5-point scale with 5 highest, 1 lowest.

^a $n = 663$ ^b $n = 211$ ^c $n = 383$ ^d $n = 360$ ^e $n = 156$ ^f $n = 358$

Perceptions About ROTC/Military

Appendix D provides detailed tabulations of the findings regarding perceptions of respondents about ROTC and the military.

Perceived Attitudes of Others. As indicated in Table 11, significant differences were found among respondents' ratings of the attitudes of parents and friends toward the military and Army officer careers. In general, a significantly greater proportion of the JROTC and SROTC cadets attributed more positive attitudes to their parents and friends than did non-ROTC students at both program and nonprogram schools. Of special interest is the finding that in all respondent groups--JROTC/SROTC cadets as well as noncadets in program and nonprogram schools--a greater proportion attributed more positive military attitudes to their parents than to their friends. A greater proportion of non-ROTC students at both high schools and colleges perceived their friends as having a predominantly negative opinion of the military and Army officer careers. For the most part, however, opinions of friends were not labeled as either predominantly positive or negative by any of the groups.

Beliefs About ROTC. Respondents were read a list of 28 statements about ROTC that previous researchers had shown to be most salient to cadets' decision to join, stay in, or drop out of the program. Respondents were asked to indicate the extent to which they agreed with each belief, using a 5-point scale ranging from "strongly agree" to "strongly disagree," the higher rating representing greater agreement. Table D-1 reports the average degree of agreement with each item by each respondent group.

1. Among High School Cadets and Noncadets. There was a greater overall tendency of JROTC and SROTC cadets than of noncadets to project a favorable belief pattern about ROTC. In JROTC high schools, cadets had more favorable attitudes about ROTC than did non-JROTC students on five items in particular:

- a. ROTC helps students develop self-discipline of mind and body.
- b. ROTC instructors are easy to get along with.
- c. Joining ROTC would satisfy the desires of my parents and/or relatives.
- d. ROTC helps students develop an awareness of personal goals and values.
- e. ROTC curriculum/materials are of good quality.

Table 11

Perceived Attitudes of Friends and Parents Toward the Military, in Percent

Opinion	High school		College			
	Program schools		Program schools		Nonprogram school students ^f	
	JROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Noncadets ^e	Nonprogram school students ^f	
Friends' opinion of the military						
Predominantly negative	9.4	18.8	12.4	19.9	18.5	
Predominantly positive	6.3	6.5	8.7	4.7	2.2	
Friends' rating of an Army officer career						
Attribute very low status to it	9.2	8.9	5.5	13.0	12.4	
Attribute very high status to it	5.8	2.9	7.0	5.8	3.5	
Parents' opinion of the military						
Predominantly negative	4.4	3.5	3.2	8.5	5.2	
Predominantly positive	29.1	18.4	32.8	20.0	18.0	
Parents' opinion of an Army officer career						
Attribute very low status to it	3.8	4.7	1.6	7.1	4.6	
Attribute very high status to it	30.9	7.0	30.0	11.5	14.0	
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 360	

Comparing JROTC cadets with students in non-JROTC high schools, differences in mean ratings were found on six beliefs in particular. JROTC cadets expressed greater agreement with items 2 and 3 above, as well as with the following negative statements:

- a. Someone close to me does not (would not) like my being in ROTC.
- b. ROTC requires too much time while in school.
- c. ROTC helps students gain experience and ability as a leader.
- d. Discipline is overemphasized in ROTC.

2. Among College Cadets and Noncadets. Compared with the non-SROTC students at program colleges, SROTC cadets expressed greater agreement with the following statements (both favorable and unfavorable) about ROTC than did the non-SROTC students.

- a. Military service helps one fulfill a patriotic duty.
- b. ROTC instructors are easy to get along with.
- c. Joining ROTC satisfies the desires of my parents and/or other relatives.
- d. ROTC instructors are competent.
- e. ROTC helps one get a better civilian job than one could otherwise obtain.
- f. ROTC requires too much time while in school.
- g. Discipline is overemphasized in ROTC.
- h. Military obligation may be fulfilled by either active duty or a brief period of active duty followed by participation in a National Guard or Reserve.
- i. ROTC helps students develop self-discipline of mind and body.
- j. ROTC leads to a military commitment that is too long.
- k. ROTC involves too much Mickey Mouse and too much irrelevant details.

In comparison with students at non-ROTC colleges, SROTC cadets expressed greater agreement than did the non-SROTC students, particularly concerning items (a) through (h) above, as well as in the following beliefs.

- a. ROTC cadets are easy to get along with.
- b. The ROTC curriculum/materials are of good quality.
- c. ROTC helps students gain experience and ability as leaders.

High School and College Attitudes. As illustrated in Table D-1, differences in beliefs about ROTC were not as great among cadets and noncadets in high school as they were among cadets and noncadets in college. Also, there was no significant overall difference in ROTC-favorable attitudes between noncadets at program schools and students at nonprogram schools at either the high school or college level.

Familiarity With ROTC. Questions were asked in order to assess the level of self-reported knowledge and awareness of ROTC among the various populations of interest. Respondents were also asked to indicate which military service branch they associated most with ROTC. These questions were asked before any factual information was given about the programs.

As shown in Table 12, the majority of JROTC cadets (57%) professed to have "a great deal" of knowledge about ROTC, and another 41% to have some knowledge. By contrast, only 39% of the SROTC cadets claimed to know a great deal about ROTC, and 55% said they had some knowledge about the program. The majority of non-JROTC high school students and about one-half of the non-SROTC college students reported that they knew little or nothing about ROTC. Somewhat greater knowledge was claimed by noncadets at JROTC/SROTC schools than by their peers at nonprogram schools.

As shown in Table 12, the majority of respondents in each of the six target groups said that they first became aware of ROTC during high school. One out of five (22%) SROTC cadets, and as many non-SROTC students in ROTC colleges reported that they first became aware of ROTC after arriving at college. Interestingly, almost one-half (44%) of the JROTC cadets reported that they first became aware of ROTC in grade school.

Not unexpectedly, the majority of cadets and noncadets at the JROTC high schools and non-SROTC students at the SROTC colleges associated ROTC with the Army. This probably occurred because these schools were all Army ROTC schools. However, at nonprogram high schools and colleges, a substantially greater proportion of the respondents also associated ROTC more with the Army than they did with any other military service branch.

As reported in Table D-2, no significant differences were observed between whites and nonwhites at the high school level in regard to self-evaluation of ROTC knowledge. However, as shown in Table D-3, substantially fewer nonwhite SROTC cadets reported that they knew a great deal about ROTC than did white SROTC cadets.

Table 12
Respondent-Reported Familiarity with ROTC, in Percent

Knowledge of ROTC	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Amount of knowledge						
A great deal	57.4	2.3	4.3	39.3	8.4	9.4
Some	40.6	41.4	25.2	54.9	45.1	33.4
Little or nothing	1.4	54.6	69.1	4.2	46.5	56.6
First Awareness						
During grade school	44.0	33.3	10.7	11.0	7.3	10.3
During high school	55.1	64.9	87.2	65.2	70.5	74.2
After arriving at college	--	--	--	22.3	22.2	14.1
Awareness ROTC is associated with:						
Army	69.8	64.7	40.2	NA	62.9	43.6
Navy	1.2	2.1	7.8	NA	4.1	6.2
Air Force	1.8	2.0	10.5	NA	11.4	10.3
All service branches	20.3	14.1	21.4	NA	21.0	25.0
No specific branch	6.0	14.8	19.4	NA	6.6	14.4
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Racial differences were also observed in initial awareness of ROTC, particularly among JROTC cadets. A significantly greater proportion of white cadets reported that they first became aware of ROTC in grade school; a greater proportion of nonwhite cadets said that they first became aware of ROTC in high school. The same pattern held to a lesser degree among white and nonwhite SROTC cadets.

Information About ROTC. To measure actual knowledge of ROTC/Army, all respondents were asked to answer true or false questions about the Army ROTC program and the U.S. Army. Table D-4 gives the items on the test, the correct answers, and the proportions of each group giving the correct responses. Tables D-5 and D-6 give the same information by race for high school and college students, respectively. Since respondents had a 50-50 chance of answering correctly by chance, analysis was based upon variation from the 50% level.

1. Knowledge of ROTC at High School Level. Although JROTC and SROTC cadets showed a greater degree of knowledge about ROTC/Army than did non-JROTC and non-SROTC students, only a modest level of knowledge was shown by the groups generally. JROTC cadets, as well as noncadet groups, were especially uninformed on the following items.

- a. ROTC pays all cadets \$100 per month during the freshman and sophomore years of college. (False)
- b. All officers must serve at least 4 years' active duty. (False)
- c. Officers receive a maximum of 20 days' paid vacation per year. (False)
- d. Cadets graduating from ROTC have to serve 4 years of active duty in the Army. (False)

As would be expected, non-JROTC students were less informed about ROTC and the Army than were JROTC cadets. In addition to the above items, significantly high proportions of non-JROTC students were misinformed on these points:

- a. It is possible to join the last 2 years of ROTC without attending the first 2. (True)
- b. All officers must serve in the infantry for at least 1 year. (False)

2. Knowledge of ROTC at College Level. SROTC cadets were overall the best informed group; their lowest levels of accurate knowledge were observed for the statements:

- a. Cadets graduating from ROTC have to serve 4 years of active duty in the Army. (False)

- b. All officers must serve at least 4 years' active duty.
(False)
- c. Officers can retire after 15 years' duty at one-half of their pay. (False)
- d. Officers receive a maximum of 20 days' paid vacation per year.
(False)

The SROTC cadets were, nonetheless, better informed than the other groups on the above items. In addition to generally low levels of accurate knowledge about ROTC and the Army among non-SROTC students, they were least correctly informed on the following:

- a. Cadets graduating from ROTC have to serve 4 years of active duty in the Army. (False)
- b. ROTC pays all cadets \$100 per month during freshman and sophomore years in college. (False)
- c. All officers must serve at least 4 years' active duty.
(False)
- d. Officers can retire after 15 years' duty at one-half of their pay. (False)
- e. All officers must serve in the infantry for at least 1 year.
(False)
- f. Officers receive a maximum of 20 days' paid vacation per year. (False)

3. Knowledge of ROTC Among All Groups. Respondents in all six groups were found to be best informed on the following test items.

- a. ROTC is available to both men and women. (True)
- b. ROTC scholarships are available for each college year. (True)
- c. Some ROTC graduates fulfill most of their military obligation in the Reserves or National Guard. (True)
- d. After an obligated duty period, officers may resign from the Army at any time. (True)

Noncadets at program schools tended to be better informed than noncadets at nonprogram schools, particularly at the high school level. Mistaken beliefs by all groups exaggerate in varying degree both the extent of obligations and the fringe benefits that accompany membership in ROTC/Army. These findings suggest that recruitment advertising should stress not only the fringe-benefit package that accompanies ROTC/Army participation, but also the limited nature of obligations

contracted by joining ROTC, e.g., the flexibility of the program and the options to enter or leave at various stages.

Information Sources. Respondents were asked questions concerning sources of information about ROTC. The questions were related to (a) source supplying the information, (b) which ROTC program the information related to, (c) how much information was received about Army ROTC, if mentioned, and (d) the extent to which such information influenced the respondent to join Army ROTC.

JROTC cadets most frequently mentioned "ROTC personnel" as a source of information about ROTC (63%), as shown in Table 13. Other major sources were parents/relatives (46%); friends (42%); and members of the armed services (41%). High school principals/teachers and counselors were cited by 35% of these respondents; pamphlets/literature were also mentioned by 35%.

Among non-JROTC students, the most frequently cited source of information about ROTC was pamphlets/literature. Only 33% of the non-JROTC students in JROTC high schools and 18% of the students in non-JROTC schools mentioned ROTC personnel as a source of information.

The major source of information among SROTC cadets was ROTC personnel (73%). Next in order were pamphlets/literature (58%) and members of the armed services (51%). Unlike JROTC cadets, parents/relatives and friends were mentioned much less frequently. As with non-JROTC students, the most frequently mentioned source of information cited by non-SROTC students was pamphlets/literature (61%).

The same sources of information were mentioned by nonwhite cadets, but with somewhat lower frequencies than by whites (see Table D-7). The pamphlets/literature source was most frequently mentioned by white non-SROTC students (64%). Nonwhite non-JROTC students mentioned members of the armed services most frequently. Nonwhite JROTC cadets were also more inclined to recognize individual advertising media (e.g., newspapers, television, radio) as a source of information than were white high school cadets.

In addition, respondents were asked to which service the ROTC information sources pertained. Tables D-8 and D-9 report that, irrespective of source, ROTC participation, or educational status, the information supplied was always predominantly about Army ROTC for all respondent groups.

Respondents were also asked how much information they had received about Army ROTC from the various sources. Tables D-10 and D-11 disclose that across all respondent groups, and consistent with previous discussion, ROTC personnel were most often credited with the dissemination of "a great deal" of information. Members of the armed services, parents and relatives, and pamphlets/literature were also given strong

Table 13

Respondents' Sources of Information on ROTC, in Percent

Source	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
ROTC personnel	63.0	32.5	18.1	73.2	47.6	35.7
Parents/relatives	45.8	20.9	17.7	26.8	26.0	23.9
Friends	41.9	38.1	22.7	32.1	38.8	32.1
Members of the armed services	41.2	20.6	23.2	50.8	43.5	35.3
High school principal/teachers, counselors	35.3	32.0	28.3	24.4	29.4	26.4
Pamphlets/literature	34.9	39.0	39.8	58.1	60.8	61.2
Magazines	23.3	24.4	29.0	31.5	43.9	39.3
Television	22.5	28.2	31.8	23.8	39.8	42.0
Billboards	13.2	24.4	19.0	15.5	33.5	27.3
Newspapers	12.4	12.9	14.0	16.0	26.0	19.7
Radio	11.9	13.9	15.7	14.5	31.5	24.6

^a n = 663 ^b n = 211 ^c n = 383 ^d n = 360 ^e n = 156 ^f n = 358

mention. It was of further interest that mass media were consistently revealed to contribute "some" information to substantial portions of the various respondent groups.

Responses to the question "To what extent has this information influenced you in any way to join Army ROTC?" are reported in Table D-12 and provide results closely corresponding to the above. As might be expected, ROTC personnel were most often cited as influential in inducing potential cadets to join Army ROTC; 43% of JROTC cadets and 53% of SROTC cadets reported that information received from ROTC personnel had influenced them very much to join. Information supplied by members of the armed services, parents/relatives, and friends, in that order, was also influential in motivating potential prospects to join Army ROTC. Additional significant percentages of the JROTC and SROTC cadets reported that one or another advertising medium had influenced them to an appreciable or moderate degree to join ROTC.

Opinions About ROTC/Military. The respondents were asked a series of questions about their attitudes and opinions toward specific ROTC activities and regulations, the military, officers, and war. As to whether ROTC activities should be held on campus or off campus, the college student consensus was that they should be held on campus (see Table 14). Both cadets (87%) and non-ROTC students (78%) favored on-campus ROTC activities. At nonprogram colleges, a smaller majority (57%) favored on-campus ROTC activities.

Table 14

Student Opinions on Where ROTC Activities
Should Be Held, in Percent

Location	Program schools		Nonprogram school students ^c
	Cadets ^a	Noncadets ^b	
On campus	87	76	57
Off campus	12	18	39
No opinion	1	6	4

^an = 360

^bn = 156

^cn = 358

The majority of JROTC (68%) and SROTC cadets (61%) also favored Army regulation of hair length (see Table 15). Noncadets were about evenly divided on this issue, high school students being slightly more favorable to the idea than college/university students.

Table 15

Student Opinions (in Percent): Should the Army Regulate Hair Length?

Opinion	High school				College			
	Program schools		Nonprogram school students ^c		Program schools		Nonprogram school students ^f	
	JROTC cadets ^a	Noncadets ^b			SROTC cadets ^d	Noncadets ^e		
Yes	68	50	53	61	46	48		
No	29	43	45	39	57	49		
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 356			

Attitudes toward drill and marching can be regarded as generally positive by the cadet groups, with JROTC cadets being the most positive (Table D-13). Noncadets, in general, were about evenly divided as to the merits of drilling and marching. Relatively small percentages of all groups felt that these activities were unnecessary.

As shown in Table 16, respondents in all of the groups were predominantly favorable to the use of weapons in the Army ROTC program, on the grounds that this activity constitutes necessary training and knowledge. The cadet groups also indicated that they enjoyed the use of weapons. As expected, negativism toward weapons use showed up primarily among the noncadets, and particularly among students at non-ROTC colleges.

JROTC/SROTC cadets were also somewhat more favorable toward wearing of the uniform than their non-JROTC/SROTC counterparts (see Table 17).

Table 17

Respondents' Attitudes Toward Wearing
ROTC Uniform, in Percent

Respondent	Positive	Negative	Indifferent
High school			
JROTC cadet	42	21	33
Noncadet	32	27	27
College/university			
SROTC cadet	44	19	33
Noncadet	27	40	21

Table D-14 reveals that the occasion most frequently cited by all the groups as to when it should be compulsory for the uniform to be worn was "during drills." Other mentions were inspections, parades, and other special functions. Remarkably small percentages of all the groups maintained that it should never be compulsory for the uniform to be worn.

Respondents were also asked about their current attitudes toward military service in general. As expected, JROTC and SROTC cadets were the most positive toward military service (see Table 18). One out of four (25%) of both groups considered it their unconditional duty to serve in the military, and over half felt that they had a duty to serve

Table 16
Respondents' Attitudes Toward Use of Weapons in ROTC, in Percent

Attitude	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets	
Pro	84	70	68	92	71	58
Con	9	15	19	5	19	29
Indifferent	7	15	13	3	10	13
^a n = 663	^b n = 211	^c n = 383	^d n = 360			

Table 18

Respondents' Attitudes Toward Military Service, in Percent

Attitude	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
It is my duty to serve in the military.	25	7	6	25	4	4
I have the duty to serve if needed.	59	36	50	67	46	44
I will not serve even if called.	3	6	8	2	4	12
I haven't given any thought to mili- tary service.	12	47	36	6	43	38
^a _n = 663	^b _n = 211	^c _n = 383	^d _n = 360	^e _n = 156	^f _n = 358	

if needed. Among noncadets, although an average of only about 5% felt that it was their duty to serve, comparatively few of these cadets said they would not serve even if called. The major difference between the cadets and noncadets was the large percentages of the noncadets who said that they had not given any thought to military service. Surprisingly, this response was particularly true of noncadets on the ROTC program campuses.

As indicated in Table 19, most respondents expressed some belief in military preparedness. The majority of cadets took the staunch position that the military must be strengthened to protect our way of life. Noncadets, particularly at the collegiate level, were more inclined to believe only that a strong, moderate-sized force must be maintained. Those who felt that the military should be reduced to a small size, or abolished, were distinctly in the minority.

Perceived Disadvantages of Army ROTC. In an effort to obtain information which might assist in improving ROTC, respondents were asked what they saw as the major disadvantages of Army ROTC. The most common criticisms in terms of percentages of each group which checked each item are shown in Table 20.

All respondent groups except SROTC cadets and noncadets at program colleges criticized ROTC most for "placing too many restrictions on personal behavior." JROTC/SROTC cadets and non-JROTC students in JROTC schools also cited "image of the program on campus" as being a major disadvantage. "Active-duty requirements" were also mentioned by all the respondent groups as a major disadvantage of Army ROTC, though somewhat less frequently. Non-ROTC students at ROTC colleges were most critical of the program in this regard.

At the high school level, a higher proportion of white JROTC cadets cited "image of the program on campus" and "active-duty requirements" as major disadvantages of Army ROTC than did their nonwhite peers (see Table D-15). On the other hand, a higher proportion of nonwhite JROTC cadets than white JROTC cadets mentioned "low pay relative to time requirements" as a major disadvantage.

Due to current Department of Defense policy emphasis upon increasing personnel strength in the Reserve components, certain respondents were queried on this topic. Respondents who mentioned "active-duty requirement" as a major disadvantage of ROTC were asked if they would join, or would have joined, ROTC if they were guaranteed that they could serve their military obligation in the Reserve or National Guard. SROTC cadets were asked if they thought more students would join under these conditions. Percentage responses to the question are presented in Table 21. However, caution in interpreting these data should be exercised because of the small number of cases in many of the categories. Among JROTC cadets who indicated that active duty was a disadvantage, 11% said that the suggested accommodation (Army Reserve or National Guard) would make them definitely interested in joining, and

Table 19

Respondents' Attitudes Toward Military Preparedness, in Percent

Attitude	High school		College		
	Program schools		Program schools		
	JROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Nonprogram school students ^c	Nonprogram school students ^f
The military is a negative force and should be reduced to a small size, if not abolished.	5	4	1	4	8
A strong, moderate-sized military force must be maintained.	42	43	45	58	62
Our military must be strengthened to protect our way of life from external interferences.	52	49	39	54	26
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358

Table 20

Summary of Perceived Disadvantages of ROTC, in Percent

Disadvantages	High school		College		
	Program schools		Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Noncadets ^e	
Program places too many restrictions on personal behavior	25	27	16	11	34
Image of the program on campus	20	20	36	6	5
Pay is not enough relative to time requirements	16	6	9	10	8
Active duty requirements	14	12	18	29	19
What the Army stands for	7	7	9	5	6
^a $n = 663$	^b $n = 211$	^c $n = 383$	^d $n = 360$	^e $n = 156$	^f $n = 358$

another 42% said that they might be interested. Among SROTC cadets, 14% also felt that more students would definitely join ROTC with this guarantee, and 48% thought that more students might join.

Table 21
Respondent Interest in Army Reserve/National
Guard, in Percent

Degrees of interest	High school		College	
	JROTC cadets ^a	Nonprogram school students ^b	SROTC cadets ^c	Nonprogram school students ^d
Yes, definitely would join	11.3	6.2	13.9	8.6
Yes, may join	41.6	32.2	48.3	22.9
Undecided	25.6	34.6	12.0	18.8
May not join	5.9	4.3	15.5	8.0
Definitely would not join	8.4	21.2	6.1	39.7

^a
n = 93

^b
n = 63

^c
n = 360

^d
n = 72

Reserve/Guard service in lieu of active duty also increased the likelihood of many nonprogram school students joining ROTC. At least one-third of the noncadet respondents who expressed concern about active duty indicated a degree of positive interest in a Reserve/Guard commitment.

Similarly, SROTC cadets were asked how they would feel about an option of guaranteed service of military obligation with the Reserve or National Guard rather than the Active Army, if they did become ROTC graduates. As many as 44% of all cadets expressed an interest in this option, with approximately 36% tending to be disinclined (see Table D-16). Significant differences were also found by sex and race, with greater percentages of females and nonwhites favoring the Guard/Reserve option.

Interest in Joining Army ROTC. All respondents except SROTC cadets were asked if they intended to join ROTC, provided their present or future college had an ROTC program. As reported in Table 22, 35% of the JROTC cadets said that they definitely would join, and another

Table 22

Respondent Interest in Joining ROTC in College, in Percent

Degrees of interest	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^e
	JROTC cadets ^a	Noncadets ^b		SROTC cadets	Noncadets ^d	
Yes, definitely will join	34.9	3.4	3.1	NA	--	0.5
Yes, may join	26.1	9.2	10.4	NA	6.0	2.5
Undecided	16.4	15.4	20.3	NA	8.0	6.2
May not join	6.4	9.3	16.4	NA	6.7	7.8
Definitely will not join	9.1	52.7	39.3	NA	77.8	81.5
Don't intend to go to college	5.1	2.6	2.5	NA	NA	NA
Unaware of ROTC until today	--	3.7	7.8	NA	NA	NA
^a n = 663	^b n = 211	^c n = 383	^d n = 156	^e n = 358		

26% reported that they might join. The majority (53%) of non-JROTC students in program schools said that they definitely would not join Army ROTC in college. Interestingly, the percentage among students in nonprogram high schools was lower--39%. In the case of noncadet college freshmen and sophomores, about four-fifths reported that they definitely would not join Army ROTC. Presence of the ROTC programs may bear some relationship to the propensity to enroll, since the level of interest expressed by noncadets in the ROTC colleges was slightly higher than that expressed in non-ROTC colleges.

At both the high school and the college levels, substantially more nonwhites than whites reported that they definitely would or might join Army ROTC (see Table D-17). Seventy percent of the nonwhite JROTC cadets said that they definitely would or might join Army ROTC, compared with 55% of the white JROTC cadets. Fewer white non-JROTC cadets at both program and nonprogram high schools would join Army ROTC than would the nonwhite students. At the college level, 86% of the white non-SROTC students said that they definitely would not join Army ROTC. This figure was somewhat lower among nonwhite students, with slightly over three-fifths indicating that they definitely were not interested in ROTC.

"Training/experience," "self-development/improvement," and "interest in the military" were the reasons most often cited among JROTC cadets for interest in joining ROTC (see Table D-18). Non-JROTC and non-SROTC students mentioned "scholarship/financial assistance" as the major reason for joining and, to a much lesser extent, "training/experience" with emphasis on training to improve job opportunities.

To further investigate interest in joining Army ROTC, respondents who did not indicate lack of interest in joining were asked, "What would you do if your preferred college did not have Army ROTC?" Almost a fifth of the JROTC cadets would reject a college that did not have Army ROTC, as compared with only 2.4% of a similar sample of non-JROTC students. Another fifth of the JROTC cadets would take ROTC at a nearby college, and 16% said they might participate in some other officer training program (see Table D-19).

Factors Related to ROTC/Army Career Commitment

Appendix E provides detailed tabulations of factors related to ROTC/Army career commitments.

Decision to Join ROTC. A major objective of this survey was to assess the ROTC/Army career potential of program cadets. SROTC cadets were queried to ascertain (a) at what point in their high school or college years they decided to join ROTC, (b) their program continuation plans, (c) their evaluation of the program, and (d) their short-range/long-range Army career plans.

As indicated in Table 23, the decision to join ROTC was almost as likely to be made before entering college as during college. Forty-four percent of the SROTC cadets made the decision to join ROTC prior to entering college, as compared with slightly over one-half who made their decision after entering college. A greater proportion of non-white cadets (49%) decided to join ROTC during their freshman year in college than did white cadets (38%). Some white cadets tended to postpone joining ROTC to a somewhat later time.

Table 23
Level in School at Which SROTC Cadets Decided
to Join ROTC, in Percent

Level in school	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Grade school	1.7	1.9	1.0	1.4	2.4
Early high school	8.6	9.2	6.8	8.3	9.5
Late high school	21.6	23.2	16.9	21.7	21.4
Summer before entering college	11.8	9.8	18.0	12.4	10.3
Freshman year in college	41.4	42.0	39.6	38.2	40.3
Sophomore year in college	13.2	11.9	17.1	15.9	6.4

^a_n = 360

^b_n = 235

^c_n = 125

^d_n = 280

^e_n = 80

The reasons that motivated SROTC cadets to join ROTC are presented in Table E-1. Most frequently cited were

1. Commission for Army career;
2. Leadership/management training;
3. Financial benefits; and
4. Job security after graduation.

"Friends" were the most important influence mentioned by females, "Commission for Army career" by males and white cadets, and "Job security after graduation" by nonwhites.

Continuation in ROTC. SROTC cadets, in response to being asked if they intended to continue in ROTC next year, showed a generally very positive inclination. As shown in Table 24, 61% of the cadets said that they definitely would continue in ROTC next year, and 15% reported that they definitely would not. Intention to continue was at its highest level among nonwhites, with 65% reporting that they definitely intended to continue, and only 5% saying that they definitely would not continue.

Table 24

SROTC Cadets' Intentions of Continuing ROTC,
in Percent

Intentions	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Yes, definitely	60.8	61.2	59.6	59.1	64.9
Yes, maybe	10.6	9.0	15.6	6.7	20.2
Undecided	8.0	7.7	8.9	8.8	6.0
Maybe not	5.0	4.2	7.5	5.5	3.8
Definitely not	15.2	17.6	8.0	19.3	5.1

^a n = 360 ^b n = 235 ^c n = 125 ^d n = 280 ^e n = 80

A very important influence upon ROTC membership and continuation was subsidization. Only about 11% of all SROTC cadets reported that they had a scholarship, as shown in Table E-2. Though not shown, a very small percentage of these cadets said that they would have joined the program if they had not received a scholarship. Also (not shown), only 10% of all scholarship recipients reported that they would have applied for a scholarship that did not include subsistence allowance.

About 40% of the cadets who did not have scholarships were hoping to get them. Two-thirds (65%) indicated that they would stay in ROTC without getting a scholarship, and 44% said they would stay in ROTC without subsistence allowance. A greater proportion of nonwhite cadets (58%) than of white cadets (33%) were hoping to get a scholarship. Also, a higher proportion of female cadets than of male cadets would stay in ROTC without a scholarship or subsistence allowance.

Cadets were also asked if they would stay in ROTC if they did not receive credit toward graduation for military courses. About one-half of all cadets (49%) said that they would be willing to do so, but among the nonwhites, only one-third said that they would (see Table E-2).

Respondents who said that they might not or would definitely not continue in ROTC cited military obligation, lack of top quality students, and the Army as being a dead-end job as major reasons for discontinuing. The data bases are too small for meaningful analysis by sex and race (see Table E-3).

Percentages of those expressing intentions to continue into Advanced ROTC (3rd and 4th years) are given in Table 25. Fifty-five percent reported that they intended to continue into Advanced ROTC; 23% reported that they did not intend to continue; and another 22% were undecided. Among nonwhite cadets, however, 68% reported that they intended to continue into Advanced ROTC, and only 7% said that they did not. Females showed a somewhat lower propensity to continue, with 47% reporting favorable intentions.

Table 25

SROTC Cadets' Intentions of Continuing into
Advanced ROTC, in Percent

Intentions	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
To continue	55.4	58.3	46.9	50.2	68.2
Not to continue	22.5	23.3	20.0	29.0	6.6
Don't know	21.5	18.1	31.5	19.9	25.2

^a_n = 360

^b_n = 235

^c_n = 125

^d_n = 280

^e_n = 80

The most often cited reasons (see Table E-4) for not continuing into Advanced ROTC were

1. Not wanting 4-year military obligation;
2. Not considering Army as a suitable career;
3. Not liking/not being interested in the military; and
4. Having marriage plans. (Females)

Best Features of ROTC. Each SROTC cadet was asked (a) What are the best features in the ROTC program? and (b) What is the biggest problem with the ROTC program? As shown in Table 26, frequently mentioned "best features" were

1. Weapons training/become familiar with weapons;
2. Improvement of job opportunities;

Table 26

SROTC Cadet Opinions on Best Features of ROTC, in Percent

Best features	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Weapons training/become familiar with weapons	17.7	17.9	17.3	17.1	19.4
Improves job opportunities/easier to get job after graduation	16.6	16.9	15.8	19.0	10.0
Physical training/conditioning	12.3	13.0	10.4	16.4	2.3
Drill team/marching	10.0	10.9	7.2	10.9	7.7
Training to become an officer/receive commission at graduation	9.9	7.5	17.1	11.0	7.4
Learn military skills/military experience	9.6	8.6	12.5	6.6	16.8
Good curriculum	8.9	8.9	9.0	7.8	11.7
Field training/PTX	8.3	9.0	6.2	10.8	2.3
Quality of instructors	7.3	6.8	9.0	9.1	2.9
Interesting/informative classes	7.1	7.3	6.3	8.1	4.4
Teaches military history	6.4	6.7	5.6	7.2	4.6
Learn discipline/self-discipline	6.7	7.0	6.0	8.3	2.7
Scholarship financial assistance	6.3	5.8	7.8	4.9	9.7

^a n = 360 ^b n = 235 ^c n = 125 ^d n = 280 ^e n = 80

3. Knowledge gained of the military/history; and
4. Physical training/conditioning.

Apart from "weapons training," the most frequently cited positive feature among females was "officer training/postgraduation commission" (17%) and among nonwhites, "learning military skills/military experience." Of interest is the fact that only 6% of the cadets mentioned scholarship financial assistance.

Biggest Problems With ROTC. SROTC cadets perceived the biggest problems with ROTC, as shown in Table 27, to be

1. Quality of training/instruction; and
2. Lack of student interest.

More women than men cited "lack of student interest" (21% versus 15%). More white cadets cited "quality of training/instruction" than did nonwhites (whites, 31%; nonwhites, 21%). Nonwhites reported fewer problems, in general, than whites.

Interest in Practical Field Training. Each SROTC cadet was read a brief description of the Practical Field Training Activities (formerly Professional Development and Enrichment) classified as Group I and Group II. The cadet was then read the list of activities in each group and was asked to rate interest in participating in each activity as part of the ROTC program. Tables E-5 and E-6 summarize the average ratings on these activities. Ratings were made on a 5-point scale (the higher the rating shown, the higher the interest in participating).

Interest levels are uniformly high for the Group I activities. Among cadets as a whole, marksmanship teams and mountaineering elicited the highest levels of interest, and drill team/honor guard, etc., the lowest. Other activities in which appreciably positive degrees of interest were reported were water operations (3.97) and Army orientation training (3.91).

Levels of positive interest in Group II activities were lower than those reported for Group I activities. Among all SROTC cadets, civil defense and disaster activities elicited the highest level of interest, with Military History Club and Society of American Military Engineers both producing neutral levels of interest. Female cadets were notably lower in interest in the Society of American Military Engineers than the other groupings.

Performance in ROTC Program. Career commitment was also assessed by asking SROTC cadets for an expression of degree of satisfaction with their performance in the ROTC program; they also were asked to compare SROTC course work with other school courses. As Table 28 shows, most cadets, particularly females and nonwhites, expressed satisfaction with their own performance.

Table 27

SROTC Cadet Opinions on Biggest Problems With ROTC, in Percent

Biggest problems	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Conflict with outside interests	4.4	4.5	4.1	4.5	4.1
ROTC image	4.0	4.1	3.9	5.3	0.9
Lack of student interest	16.1	14.5	21.0	15.6	17.6
Not enough student involvement/participation	7.7	6.4	11.6	7.4	8.3
Quality of enrollees	6.6	7.7	3.5	7.8	3.7
Quality of training/instruction	28.0	29.4	23.8	31.0	20.8
Dress code	3.5	3.0	5.1	2.7	5.6
Lack of discipline	7.4	7.9	5.9	8.1	5.6
Commitment to serve/obligation to Army after graduation	9.1	10.5	5.0	11.2	4.0
^a n = 360	^b n = 235	^c n = 125	^d n = 280	^e n = 80	

Table 28

Degree of SROTC Cadet Satisfaction With Own ROTC
Performance, in Percent

Degrees of satisfaction	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Very satisfied	41.2	38.1	50.8	39.1	46.6
Somewhat satisfied	44.8	47.8	35.6	46.7	40.1
Uncertain satisfied	8.6	7.9	10.7	7.5	11.2
Somewhat dissatisfied	3.6	4.3	1.4	4.6	2.1
Very dissatisfied	1.6	1.6	1.6	2.2	--

^a_n = 360^b_n = 235^c_n = 125^d_n = 280^e_n = 80

It was also of interest to compare expressed satisfaction with performance to self-reported grade-point averages in ROTC courses. The most striking discrepancy as shown in Table 29 pertains to non-whites, who had expressed relatively high satisfaction but reported the lowest grade-point averages.

Table 29

SROTC Cadets' Self-Reported ROTC Grade Averages,
in Percent

ROTC grades	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
A- to A	60	59	65	68	43
B- to B+	27	28	22	22	39
C- to C+	5	4	5	3	9
D- to D+	-	-	-	-	-
Lower than D-	-	-	-	-	-
No answer	8	8	7	7	9

^a_n = 360^b_n = 235^c_n = 125^d_n = 280^e_n = 80

The majority of all groups except nonwhites reported themselves predominantly "A" students in SROTC courses. Grades in general, including those of nonwhites, appeared remarkably high.

There was also a curious tendency, as shown in Table E-7, for the female and nonwhite cadets to compare ROTC courses more favorably to other college courses than did the other groups. The majority of the cadets indicated that ROTC courses are about as good as "other college courses."

Suggested Improvements of Course Work. SROTC cadets were asked for suggestions as to how ROTC could improve the content of its course work and instruction. Tables E-8 and E-9 list the suggestions offered. The major response categories regarding course content were

1. No improvement needed;
2. More relevant practical information;
3. More informative subject matter; and
4. Improved materials (books, audiovisual aids, etc.).

The major suggestions for improving the ROTC instruction were

1. Classwork improvement (more frequent classes; more disciplined classes; more informative and interesting classes).
2. Instructor improvement (better qualified/more experienced/more specialized instructors).

Postgraduation Army Plans. In order to further assess Army career potential, SROTC cadets were queried about immediate postgraduation Army career intentions, anticipated length of service, and willingness to join the Army (barring a contractual obligation).

Almost one-third of the male cadets reported that they would definitely join the Regular Army immediately after college (see Table E-10). This finding is in contrast to a 16% positive commitment for female cadets. Seven percent of the cadets overall made similarly definite statements relative to Active Duty Reserve, and another 7% relative to Active Duty Training.

There was a greater propensity among nonwhites and females for Active Duty Training, with females being the most likely of the groups to choose Active Duty Reserve. Of the cadets as a whole, 21% were undecided about their service plans, but nonwhites were least so (9.5%).

As Table 30 shows, 30% of the SROTC cadets said that they intended to serve only their minimum contractual obligation. Almost one-half (45%) reported intentions to serve for periods ranging from 1 or 2 years beyond contract, to more than 5 years. A greater proportion of the women cadets would serve only 1 to 2 years beyond contract. A greater

percentage of the men were prepared to serve for longer periods. Likewise, a greater proportion of nonwhite cadets reported intentions to serve for 1 or 2 years beyond contract, with more white cadets inclined to serve in excess of 5 years beyond contract.

Table 30
Duration of SROTC Cadets' Intended Post-ROTC
Army Service, in Percent

Amounts of time	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
The minimum obligation that accompanies my ROTC contract	30.3	30.5	29.9	32.2	25.8
A year or 2 beyond my contract	14.2	11.6	21.9	9.0	26.9
3 to 5 years beyond my contract	11.3	11.6	10.5	8.7	17.9
More than 5 years beyond my contract	19.4	21.7	12.5	21.6	13.9
Don't know at this time	20.9	20.2	23.0	23.1	15.5
^a _n = 360	^b _n = 235	^c _n = 125	^d _n = 280	^e _n = 80	

Regarding propensity to join the Army without any contractual obligation, 18% of the cadets said that they definitely would, and 14% reported that they definitely would not. The greatest motivation was shown by nonwhites, with 67% saying that they definitely or perhaps would join the Army without a contractual obligation to do so (see Table E-11).

Army Career Intentions. Finally, cadets were asked if they were considering making a career of the Army. As shown in Table 31, a substantial proportion said that they were leaning toward a career in the Army (34%). Though female cadets expressed the least interest, they nonetheless displayed interest in an Army career in substantial numbers (26%). Also not to be overlooked are the considerable numbers (23%) of "undecideds." This category may prove especially important

among females and nonwhites, who report 34% and 30% in this category, respectively.

Table 31
SROTC Cadets Considering Army Careers, in Percent

Degrees of likelihood	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Yes, definitely	16.0	16.8	13.6	16.4	15.0
Yes, probably	18.1	20.0	12.2	17.6	19.1
Undecided	22.8	18.9	34.4	20.0	29.6
No, probably not	19.6	17.8	25.2	16.3	27.8
No, definitely not	22.9	25.6	14.6	29.2	7.3
^a n = 360	^b n = 235	^c n = 125	^d n = 280	^e n = 80	

APPENDIX A

DEMOGRAPHIC PROFILES

Table A-1

Demographic Profile, in Percent

Respondents	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Sex						
Male	73.5	49.4	52.1	75.1	54.2	55.2
Female	26.5	50.6	47.9	24.9	45.8	44.8
Race						
White	58.3	65.8	83.8	71.1	68.3	78.5
Black	35.1	20.5	9.3	26.3	21.0	14.7
Other	6.6	13.7	6.9	2.6	10.7	7.7
Age						
15-16 years	20.1	22.1	21.7	0.2	--	0.4
17-18 years	73.3	75.0	75.9	26.2	18.7	18.7
19-21 years	5.8	1.8	2.0	70.0	69.2	63.8
22 years & over	--	--	--	3.6	7.2	14.7
Marital status						
Single	94.9	94.2	95.0	94.0	86.8	88.0
Engaged	2.4	3.5	3.0	2.5	2.7	1.7
Married/other	1.1	0.3	0.4	1.6	10.2	10.2
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Table A-1 (Continued)

Respondents	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Family income						
Under \$15,000	46.8	30.7	30.7	35.7	26.0	31.4
\$15,000-\$24,999	32.1	43.7	36.7	34.8	28.8	35.3
\$25,000 & over	18.2	24.7	26.2	28.6	39.6	29.3
Region						
East	5.1	5.5	37.1	18.1	12.4	36.8
Midwest	20.0	21.9	34.2	20.4	27.9	25.3
West	13.6	21.1	14.7	8.9	18.0	15.9
South	55.5	45.3	12.9	45.2	40.4	17.1
Other	4.6	5.6	1.1	7.5	1.3	3.9
Type of community						
Rural	14.8	5.5	11.1	17.3	12.4	12.6
Small/medium city	42.5	34.6	62.8	53.0	49.8	47.5
Large city	33.6	52.3	9.2	13.1	19.9	22.0
Suburb	8.4	6.8	16.5	16.1	18.0	16.4
Religion						
Catholic	18.6	26.6	45.7	28.6	22.9	35.8
Protestant	42.1	42.9	30.9	56.5	57.2	43.4
Jewish	0.7	0.3	3.1	0.3	5.1	5.3
Other	31.7	23.5	13.6	10.3	8.6	11.1
None	5.7	6.6	5.3	4.0	5.0	4.1
a _n = 663	b _n = 211	c _n = 383	d _n = 360	e _n = 156	f _n = 358	

Table A-2

Preferences of High School Cadets and Noncadets (in Percent) for Army,
Navy, or USAF ROTC Scholarship Programs

Respondent characteristic	Program schools						Preference of nonprogram school students for		
	Preference of JROTC cadets for			Preference of noncadets for					
	Army	Navy	USAF	Army	Navy	USAF	Army	Navy	USAF
Total sample	51.3	20.0	28.4	15.2	11.2	16.5	15.3	19.6	16.3
Sex									
Male	54.0	20.5	30.6	18.7	13.7	21.1	17.5	22.9	20.6
Female	44.0	18.5	22.2	11.9	8.7	11.9	12.9	16.1	11.6
Race									
White	46.8	21.5	30.8	12.2	11.6	16.9	13.8	17.6	13.5
Nonwhite	57.7	17.8	25.0	21.0	10.4	15.6	22.9	29.9	30.4
School location (high school)									
Metro central city	51.7	19.2	29.1	13.0	10.9	16.5	15.1	18.6	21.4
Noncentral city/suburb	47.6	22.2	29.6	15.4	11.5	16.3	14.7	21.8	21.6
Rural	52.8	20.7	25.2	26.6	12.3	16.6	16.0	18.8	6.3
Annual family income									
Under \$15,000	55.5	20.0	29.9	17.3	7.6	14.9	21.4	21.5	19.1
\$15,000 and over	47.7	20.0	28.8	14.2	12.8	17.3	11.0	79.7	16.0
Geographic region									
Northeast	62.7	11.0	30.8	6.6	--	--	13.2	22.1	17.3
North Central	42.8	17.2	21.5	18.2	17.6	20.6	17.6	20.5	15.7
South	54.9	20.2	28.1	11.3	7.8	11.6	8.4	14.7	16.8
West	46.6	24.9	38.4	22.2	14.0	25.4	21.3	15.6	14.5

Table A-3

Preferences of High School Cadets and Noncadets (in Percent) for Army,
Navy, or USAF Subsistence Programs

Respondent characteristic	Program schools				Preference of nonprogram school students for		
	Preference of JROTC cadets for		Preference of noncadets for				
	Army	Navy	USAF	Army	Navy	USAF	Army Navy USAF
Total sample	50.4	21.1	28.4	15.9	11.2	17.3	12.2 17.7 14.1
Sex							
Male	52.8	21.4	28.7	20.5	11.7	21.9	11.5 20.9 17.0
Female	43.9	20.2	27.5	11.4	10.9	12.8	12.9 14.2 11.0
Race							
White	46.0	22.5	29.0	9.5	12.6	17.1	11.4 15.0 13.3
Nonwhite	56.6	19.2	27.5	28.2	8.6	17.7	16.5 31.8 18.6
School location (high school)							
Metro central city	48.3	21.7	30.1	13.8	10.8	17.0	12.6 17.9 19.9
Noncentral city/suburb	53.6	21.1	28.8	15.4	8.6	16.3	11.8 23.2 18.1
Rural	54.7	19.1	23.0	27.1	16.2	19.5	12.1 12.6 4.8
Annual family income							
Under \$15,000	54.6	22.3	31.6	19.6	6.4	16.4	15.6 15.3 13.3
\$15,000 and over	48.3	19.8	25.7	14.1	13.5	17.7	9.1 19.6 14.5
Geographic region							
Northeast	68.1	5.5	30.8	6.6	13.2	--	9.3 17.1 13.5
North Central	39.7	25.7	21.4	23.9	17.6	23.4	14.7 19.5 11.6
South	55.3	19.0	28.2	12.4	8.5	13.9	10.2 14.7 17.8
West	41.9	26.6	38.3	17.1	11.1	20.9	15.7 17.9 18.0

Table A-4

College Noncadet ROTC Scholarship Propensity, in Percent

Respondent characteristic	ROTC program schools			Nonprogram school students		
	Army	Navy	USAF	Army	Navy	USAF
Total sample	11.4	10.7	14.0	8.5	13.3	13.2
Sex						
Male	11.3	12.9	11.7	7.7	14.0	13.5
Female	11.4	8.2	16.6	9.6	12.4	12.9
Race						
White	6.7	11.4	13.4	7.1	13.4	12.1
Nonwhite	21.4	9.2	15.1	13.5	12.9	17.3
School size						
Small	5.0	3.9	3.6	9.2	12.4	14.2
Medium	19.4	14.6	15.3	11.2	15.8	14.6
Large	8.1	9.9	15.3	4.7	11.9	10.5
Annual family income						
Under \$15,000	15.2	7.0	17.1	11.6	15.3	16.9
\$15,000 and over	7.8	10.0	13.9	6.0	11.9	10.3
Geographic region						
Northeast	27.0	20.7	5.2	5.7	11.7	14.9
North Central	10.2	2.3	19.0	3.1	11.8	5.6
South	15.8	16.6	15.7	16.0	12.8	18.1
West	--	18.0	8.0	13.2	19.2	14.7

Table A-5

College Noncadet ROTC Subsistence Propensity, in Percent

Respondent characteristic	ROTC program schools			Nonprogram school students		
	Army	Navy	USAF	Army	Navy	USAF
Total sample	13.9	14.1	14.1	8.9	12.4	14.5
Sex						
Male	15.4	15.5	16.7	8.2	12.8	14.0
Female	11.8	12.4	11.1	9.7	11.8	15.2
Race						
White	8.6	13.4	10.8	7.9	11.7	12.7
Nonwhite	24.8	15.7	21.3	12.6	14.7	21.4
School size (college)						
Small	5.0	3.9	3.6	9.7	10.9	15.7
Medium	16.5	20.4	16.5	10.7	13.8	17.6
Large	14.0	12.7	14.9	5.7	12.9	9.7
Annual family income						
Under \$15,000	22.3	8.9	23.7	11.0	17.8	20.0
\$15,000 and over	10.1	14.3	11.6	6.8	9.3	11.1
Geographic region						
Northeast	7.0	25.8	15.6	6.8	10.9	17.1
North Central	9.1	7.5	24.1	3.1	11.1	6.4
South	25.5	20.4	12.1	19.4	11.6	20.4
West	--	8.0	5.8	9.2	18.1	14.0

Table A-6

Percentage of College and High School Cadet and Noncadet
Exposure to the Military

Source	High school		College	
	Program schools JROTC cadets ^a	Nonprogram school students ^c	Program schools SROTC cadets ^d	Nonprogram school students ^f
Father's military experience				
None	36.8	35.3	26.3	27.2
Army	36.4	31.7	42.4	39.8
Air Force	8.0	9.9	13.1	9.2
Navy	10.9	14.3	13.9	14.2
Other military	5.4	4.0	3.6	6.5
Length of father's military experience				
None	39.3	40.2	27.0	30.3
Less than 3 years	15.8	16.1	19.0	24.9
3-5 years	26.4	28.0	27.7	35.7
5-10 years	7.3	3.1	7.3	3.6
Over 10 years	10.0	11.6	17.6	4.8
Military experience of others				
Siblings in ROTC	22.2	11.2	12.6	4.7
Cousins in ROTC	17.7	8.4	19.1	9.9
Aunts/uncles in ROTC	11.8	12.4	12.7	9.3
Good friends in ROTC	27.1	21.7	27.9	22.6

^a n = 663 ^b n = 211 ^c n = 383 ^d n = 360 ^e n = 156 ^f n = 360

Table A-6 (Continued)

Source	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e	
Military experience of others (continued)						
Siblings in military	20.0	10.4	9.8	16.1	22.8	15.0
Cousins in military	27.7	16.3	19.0	38.9	38.5	25.0
Aunts/uncles in military	33.8	31.8	29.7	47.5	39.4	33.2
Grandparents in military	15.3	11.3	12.9	21.8	26.6	13.6
Good friends in military	29.4	20.2	23.0	47.7	42.7	35.1
Other military families						
Contact while growing up	33.3	34.5	28.5	37.3	26.4	28.2
Contact at present	73.0	50.8	44.1	83.4	68.6	54.2
^a _n = 663	^c _n = 383	^d _n = 360	^e _n = 156	^f _n = 360		
^b _n = 211						

APPENDIX B

SCHOOL AND EDUCATION ASPIRATIONS

Table B-1

Education Aspirations of High School
Students, in Percent

School plans	Program schools		Nonprogram school students ^c
	JROTC cadets ^a	Noncadets ^b	
Continue schooling after graduation	63.9	71.3	70.7
Enroll in college immediately after graduation	60.3	70.4	66.2
"Very/somewhat" eager to go to college	49.0	62.0	55.1
Plan to enter			
2-year college	17.1	28.1	18.0
4-year college	35.0	38.5	39.1
Undecided	7.5	3.8	8.9
Know which college will enter	29.7	45.0	34.8
Would go to college on scholarship with military obligation	34.7	16.1	16.9

^a_n = 663

^b_n = 211

^c_n = 383

Table B-2

Education Aspirations of High School Students: Race Comparison, in Percent

School plans	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Continue schooling after graduation	64.6	63.4	70.7	62.9	86.5	71.3
Enroll in college immediately after graduation	59.8	65.7	66.6	61.0	79.1	62.6
"Very/somewhat" eager to go to college	50.5	58.2	54.2	47.0	68.9	58.4
Plan to enter						
2-year college	19.5	30.8	17.4	13.7	22.9	20.7
4-year college	33.5	30.2	39.4	37.2	54.2	36.7
Undecided	6.1	4.7	9.5	9.4	2.0	5.2
Know which college will enter	32.4	41.9	35.5	26.1	50.8	30.8
Would go to college on scholarship with military obligation	28.8	8.8	15.5	43.2	30.1	23.4
^a n = 362	^b n = 129	^c n = 319	^d n = 301	^e n = 82	^f n = 64	

Table B-3

Reasons of Cadets and Noncadets for Not Planning
to Attend College, in Percent

Reasons	High school		
	Program schools		Nonprogram school students ^c
	JROTC cadets ^a	Noncadets ^b	
Family financial responsibilities	27.0	19.2	25.4
Parents/relatives not in favor	6.6	11.3	6.6
Few friends going to college	8.0	9.1	3.3
College is too tough academically	20.3	21.1	19.9
Want work experience first	62.1	53.9	55.6
College does not teach the skills one needs to survive	15.7	22.0	21.5
Undecided as to life goals	36.1	44.1	43.7
Can't afford/don't have the money	29.3	26.7	28.0
Want to "drop out"	19.2	19.3	19.1

^a_n = 256 ^b_n = 65 ^c_n = 123

Table B-4

Average Ratings Assigned to College Motivations by High School and College Cadets and Noncadets, on a Scale of 1-5

Motivation	High school		College	
	Program schools		Program schools	
	JROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Nonprogram school students ^f
Satisfy desires of parents and/or other relatives	2.48	2.15	2.31	2.26
All one's friends going to college	1.51	1.48	1.61	1.63
Societal pressure to get a college degree	2.36	2.22	2.52	2.36
General self-improvement and fulfillment	3.47	3.57	3.57	3.49
To develop skills, abilities, and credentials required for future careers	3.74	3.78	3.74	3.68
To discover self-awareness, or identity, and build a personal philosophy	3.02	3.22	2.96	2.89

Note. 1 = most important, 5 = least important.

^a n = 396 ^b n = 145 ^c n = 260 ^d n = 360 ^e n = 156 ^f n = 358

Table B-4 (Continued)

Motivation	High school		College	
	Program schools JROTC cadets ^a	Nonprogram school students ^c Noncadets ^b	Program schools SROTC cadets ^d	Nonprogram school students ^f Noncadets ^e
To develop lasting friendships, social interactions, and extracurricular activities	2.54	2.65	2.68	2.73
To pursue knowledge and ideas	3.41	3.47	3.39	3.47
To postpone having to make important life decisions	1.87	1.97	1.77	1.84
For enhanced societal status and prestige	2.25	2.14	2.33	2.47
To get away from home	1.72	1.81	1.69	1.70

Note. 1 = most important, 5 = least important.

^a_n = 396 ^b_n = 145 ^c_n = 260 ^d_n = 360 ^e_n = 156 ^f_n = 358

Table B-5

How College Is Being/Will Be Financed: Racial Comparison, in Percent

Source	High school					
	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e	
Family pays/will pay	40.2	58.7	48.0	28.8	25.4	39.2
Scholarship	23.5	14.4	13.7	32.7	33.1	31.7
Subsidy	7.0	6.7	7.6	12.9	11.7	15.2
Working way through	32.7	25.1	34.4	30.1	33.4	26.2
Other	3.9	1.5	5.3	0.9	0.9	--

Source	College					
	White			Nonwhite		
	Program schools		Nonprogram school students ⁱ	Program schools		Nonprogram school students ^l
	JROTC cadets ^g	Noncadets ^h		JROTC cadets ^j	Noncadets ^k	
Family pays/will pay	54.0	61.7	44.3	40.4	27.7	30.9
Scholarship	28.2	14.8	16.6	24.8	24.8	19.9
Subsidy	10.2	6.7	22.2	40.6	18.9	38.1
Working way through	42.4	35.2	29.2	31.7	44.8	29.1
Other	2.0	15.3	5.2	4.0	6.1	2.7

^a_n = 216 ^b_n = 83 ^c_n = 218 ^d_n = 180 ^e_n = 62 ^f_n = 42 ^g_n = 280 ^h_n = 104 ⁱ_n = 273
^j_n = 80 ^k_n = 52 ^l_n = 85

APPENDIX C

JOB PLANS AND ASPIRATIONS

Table C-1
Most Probable Career Area: Sex Comparison, in Percent

Career area	High school					
	Male			Female		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Engineering, physical science, mathematics, architecture	16.8	15.4	10.4	5.0	8.3	2.3
Medical and biological sciences	5.5	7.2	5.6	14.5	12.2	14.9
Business administration	11.7	10.0	17.5	10.3	8.9	15.2
General teaching and social service	1.4	2.4	4.1	3.5	8.5	13.6
Humanities, law, social and behavioral sciences	5.6	12.3	9.2	10.9	14.5	10.6
Fine arts, performing arts	4.2	9.1	3.7	6.3	13.4	8.1
Technical jobs	5.4	8.2	3.4	4.5	2.4	4.3
Proprietors, sales	0.6	1.1	7.9	--	1.5	4.0
Mechanics, industrial trades	9.3	10.6	6.7	1.6	--	1.4
Construction trade	4.4	10.5	7.3	1.0	--	--
Secretarial-clerical, office workers	0.9	--	0.5	15.8	17.4	9.1
^a n = 461	^b n = 107	^c n = 199	^d n = 202	^e n = 104	^f n = 184	

Table C-1 (Continued)

Career area	High school					
	Male			Female		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
General labor, community and public service	3.5	1.0	2.8	0.5	1.1	1.3
Military service	24.6	--	6.2	9.3	--	--
Homemaker	--	--	--	4.7	8.1	7.3
Other	4.0	11.1	6.2	8.6	2.8	8.7
Career area	College					
	Male			Female		
	Program schools		Nonprogram school students ⁱ	Program schools		Nonprogram school students ^l
	Cadets ^g	Noncadets ^h		Cadets ^j	Noncadets ^k	
Engineering, physical science, mathematics, architecture	17.9	17.4	11.5	5.5	5.4	7.9
Medical and biological sciences	8.9	6.6	15.1	24.8	24.9	12.1
Business administration	19.6	34.3	26.9	11.6	28.2	26.0
General teaching and social service	6.3	5.4	5.9	10.4	17.1	14.1
Humanities, law, social and behavioral sciences	12.6	20.9	12.6	15.8	13.1	13.6
Fine arts, performing arts	0.7	5.4	4.0	4.1	5.2	8.6
$a_n = 461$	$b_n = 107$	$c_n = 199$	$d_n = 202$	$e_n = 104$	$f_n = 184$	$g_n = 235$
$j_n = 125$	$k_n = 82$	$l_n = 142$			$h_n = 74$	$i_n = 216$

Table C-1 (Continued)

Career area	College						
	Male			Female			
	Program schools		Nonprogram school students ⁱ	Program schools		Nonprogram school students ^l	
	Cadets ^g	Noncadets ^h		Cadets ^j	Noncadets ^k		
Technical jobs	4.0	4.4	5.3	--	--	--	
Proprietors, sales	1.7	--	1.2	0.4	0.6	--	
Mechanics, industrial trades	0.8	2.4	3.5	--	0.2	0.6	
Construction trade	0.4	--	0.3	--	--	0.5	
Secretarial-clerical, office workers	--	--	--	--	--	--	
General labor, community and public service	0.2	--	--	1.3	0.5	6.5	
Military service	23.2	--	1.2	6.5	--	1.1	
Homemaker	--	0.1	1.8	13.7	--	0.6	
Other	2.2	--	0.6	1.8	--	3.1	
		3.1	7.6	1.1	1.1	5.3	
$g_n = 235$	$h_n = 74$	$i_n = 216$	$j_n = 125$	$k_n = 82$	$l_n = 142$		

Table C-2

Most Probable Career Area: Race Comparison, in Percent

Career area	High school					
	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Engineering, physical science, mathematics, architecture	13.0	9.5	10.2	14.6	16.4	13.2
Medical and biological sciences	6.8	8.3	10.3	9.3	12.5	8.7
Business administration	10.0	9.2	15.9	13.3	9.8	19.1
General teaching and social service	2.2	3.8	9.2	1.6	8.7	5.9
Humanities, law, social and behavioral sciences	7.0	12.9	9.0	7.0	14.5	14.5
Fine arts, performing arts	4.8	14.2	7.0	4.8	5.6	--
Technical jobs	5.6	4.4	3.0	4.5	6.8	2.1
Proprietors, sales	--	1.1	4.6	0.5	1.5	13.2
Mechanics, industrial trades	9.7	6.3	4.6	3.8	3.2	2.1
Construction trade	3.9	6.7	3.6	2.9	2.2	4.8
Secretarial-clerical, office workers	3.4	9.8	4.5	6.9	6.8	5.1
General labor, community and public service	3.4	1.0	2.3	1.7	1.1	1.0
Military service	21.1	--	3.1	19.8	0.5	5.2
Homemaker	1.1	5.9	4.2	1.6	0.7	--
Other	5.4	5.7	8.1	5.0	9.2	3.9
^a n = 362	^b n = 129	^c n = 319	^d n = 301	^e n = 62	^f n = 64	

Table C-2 (Continued)

Career area	College							
	White				Nonwhite			
	Program schools		Nonprogram school		Program schools		Nonprogram school	
	Cadets ^g	Noncadets ^h	Cadets ⁱ	Noncadets ^j	Cadets ^k	Noncadets ^l	Cadets ^m	Noncadets ⁿ
Engineering, physical science, mathematics, architecture	15.5	5.9	9.8	13.0	25.0	9.9		
Medical and biological sciences	11.4	15.2	13.7	16.5	14.5	14.0		
Business administration	16.2	20.7	27.4	21.2	37.6	23.3		
General teaching and social service	7.1	10.3	7.7	8.0	11.8	16.2		
Humanities, law, social and behavioral sciences	14.1	23.6	12.1	11.5	3.8	16.5		
Fine arts, performing arts	0.9	7.0	6.2	3.2	1.6	5.5		
Technical jobs	2.7	1.6	3.2	3.7	5.1	2.1		
Proprietors, sales	0.9	--	1.2	2.6	--	--		
Mechanics, industrial trades	--	1.9	2.3	2.1	--	1.8		
Construction trade	0.4	--	--	--	--	0.9		
Secretarial-clerical, office workers	0.3	--	2.7	0.2	--	3.8		
General labor, community and public service	2.3	--	1.0	0.6	--	1.6		
Military service	23.5	--	1.4	14.1	--	0.6		
Homemaker	0.6	--	1.7	--	--	1.8		
Other	2.4	3.1	8.0	0.8	--	1.4		
$g_n = 280$	$h_n = 104$	$i_n = 273$	$j_n = 80$	$k_n = 52$	$l_n = 85$			

Table C-3

Importance of Career Influences: Race Comparison, in Percent

Source of influence	High school					
	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Information obtained from those in the career	68.4	69.9	81.0	70.6	72.9	73.7
Parents	66.6	56.8	60.6	84.0	76.5	72.0
Pamphlets/literature	28.1	19.6	32.7	37.0	27.1	42.2
Other relatives	19.7	13.7	12.0	34.5	29.6	19.7
High school counselors/principal	19.4	19.0	23.1	44.0	28.1	34.2
Opinions of friends	18.8	26.3	19.9	15.7	16.5	20.8
Magazine/newspaper advertisements	11.6	10.4	13.1	33.6	18.0	17.1
Radio/television announcements	11.5	10.7	11.3	26.4	13.8	14.6
^a n = 362	^c n = 312	^b n = 129	^d n = 301	^e n = 82	^f n = 64	

Table C-3 (Continued)

Source of influence	College					
	White			Nonwhite		
	Program schools		Nonprogram school students ⁱ	Program schools		Nonprogram school students ^l
	Cadets ^g	Noncadets ^h		Cadets ^j	Noncadets ^k	
Information obtained from						
those in the career	75.9	82.2	75.1	80.8	65.5	81.0
Parents	56.6	55.3	54.3	69.9	47.7	66.9
Pamphlets/literature	33.2	16.1	23.3	45.1	59.8	39.1
Opinions of friends	13.1	11.1	22.0	18.6	18.7	26.0
High school counselors/ principal	12.2	10.0	16.7	26.6	13.5	36.6
Other relatives	11.9	15.1	14.8	26.6	14.9	15.4
Magazine/newspaper advertisements	6.6	6.5	9.5	30.3	18.2	27.0
Radio/television announcements	3.4	4.0	5.6	25.2	14.4	17.8
$g_n = 280$	$h_n = 104$	$i_n = 273$	$j_n = 80$	$k_n = 52$	$l_n = 85$	

Table C-4

Annual Salary Expectations 10 Years After High School: Racial Comparison, in Percent

Salary expectation	High school					
	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	Cadets ^a	Noncadets ^b		Cadets ^d	Noncadets ^e	
Under \$10,000	12.5	9.6	7.5	21.0	9.3	10.6
\$10,000-\$19,999	50.4	47.8	47.2	33.0	43.4	39.8
\$20,000-\$24,999	16.2	19.0	19.5	12.1	12.6	27.8
\$25,000 and over	20.7	23.4	24.3	32.7	34.2	21.8

Salary expectation	College					
	White			Nonwhite		
	Program schools		Nonprogram school students ⁱ	Program schools		Nonprogram school students ^l
	Cadets ^g	Noncadets ^h		Cadets ^j	Noncadets ^k	
Under \$10,000	4.2	2.6	7.1	2.0	7.6	3.6
\$10,000-\$19,999	55.5	57.2	53.4	47.4	41.3	55.9
\$20,000-\$24,999	17.3	19.2	16.3	23.9	28.6	10.9
\$25,000 and over	21.6	21.0	22.2	26.7	22.6	25.7

$a_n = 362$ $b_n = 129$ $c_n = 319$ $d_n = 301$ $e_n = 82$ $f_n = 64$ $g_n = 280$ $h_n = 104$ $i_n = 273$
 $j_n = 80$ $k_n = 152$ $l_n = 85$

APPENDIX D

PERCEPTIONS ABOUT ROTC/MILITARY

Table D-1

Respondent Beliefs About ROTC, on a Scale of 1-5

Beliefs	High school		College	
	Program schools		Program schools	
	JROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Noncadets ^e
ROTC helps students gain experience and ability as a leader.	4.54	3.93	4.42	3.93
ROTC is excellent training for an Army officer position.	4.44	4.25	4.30	4.04
ROTC helps students develop self-discipline of mind and body.	4.39	3.54	4.17	4.06
ROTC provides challenges for the individual.	4.23	3.68	4.17	3.47
ROTC helps students develop an awareness of personal goals and values.	4.23	3.68	4.27	3.73
The ROTC curriculum/materials are of good quality.	4.16	3.42	3.95	3.27
ROTC instructors are competent.	4.05	3.40	3.96	3.33
ROTC instructors are easy to get along with.	3.95	3.42	4.32	3.25
Military service helps one fulfill a patriotic duty.	3.92	2.84	4.45	2.92
	3.89	3.46	4.02	3.23
				3.11

Note. Ratings made on 5-point scale, where 1 = strongly agree and 5 = strongly disagree.

^a n = 663 ^b n = 211 ^c n = 383 ^d n = 360 ^e n = 156 ^f n = 356

Table D-1 (Continued)

Beliefs	High school		College		
	Program schools		Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b	JROTC cadets ^d	Noncadets ^e	
Being a member of ROTC is a great way to earn money while going to college.	3.80	3.52	3.79	3.54	3.38
Military obligation may be fulfilled by either active duty or a brief period of active duty followed by participation in a National Guard or Reserve.	3.75	3.41	4.36	3.70	3.42
ROTC helps one develop job-related skills and interests.	3.71	3.38	3.67	3.59	3.51
ROTC cadets are competent.	3.71	3.19	3.67	3.30	3.17
ROTC helps one get a better civilian job than one could otherwise obtain.	3.53	2.90	3.77	2.75	2.84
Joining ROTC satisfies (would satisfy) the desires of my parents and/or other relatives.	3.36	1.92	2.83	1.96	2.10
ROTC cadets are easy to get along with.	3.33	2.84	3.73	3.15	3.08
ROTC provides an accurate picture of Army life.	3.33	2.71	2.83	2.67	2.88
Joining ROTC is a good way to have a job guaranteed upon graduation.	3.20	3.19	4.02	3.67	3.40
Cadets have a poor image among some people.	3.09	3.09	3.14	3.31	3.08
ROTC provides a means for having a good time before settling down.	2.89	2.48	2.88	2.50	2.41
Joining ROTC helps one postpone decisions about what to do after college.	2.76	2.68	2.47	2.86	2.77

Note. Ratings made on 5-point scale, where 1 = strongly agree and 5 = strongly disagree.

^a n = 663 ^b n = 211 ^c n = 383 ^d n = 360 ^e n = 156 ^f n = 356

Table D-1 (Continued)

Beliefs	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Discipline is overemphasized in ROTC.	2.40	2.75	3.05	2.16	3.28	3.02
ROTC leads to a military commitment that is too long.	2.27	2.72	2.91	2.37	3.51	3.04
Drill is not relevant to being a good officer.	2.17	2.41	2.61	2.28	2.37	2.54
ROTC involves too much Mickey Mouse and too many irrelevant details.	2.04	2.40	2.59	2.26	3.13	2.90
ROTC requires too much time while in school.	2.00	2.64	2.80	1.96	3.05	3.04
Someone close to me (girlfriend/boyfriend, spouse, parent) does not (would not) like my being in ROTC.	1.89	2.46	2.71	2.72	2.73	2.88

Note. Ratings made on 5-point scale, where 1 = strongly agree and 5 = strongly disagree.

^a $n = 663$ ^b $n = 211$ ^c $n = 383$ ^d $n = 360$ ^e $n = 156$ ^f $n = 356$

Table D-2

Self-Reported Knowledge About ROTC: High School,
Comparison by Race, in Percent

Knowledge of ROTC	White				Nonwhite			
	Program schools		Nonprogram		Program schools		Nonprogram	
	JROTC cadets ^a	Noncadets ^b	school students ^c		JROTC cadets ^d	Noncadets ^e	school students ^f	
Amount								
A great deal	58.4	2.0	4.6		56.0	3.0	3.1	
Some	39.2	45.1	24.2		42.6	34.3	29.8	
Little or nothing	1.6	52.9	69.9		1.2	57.7	65.4	
First awareness								
During grade school	49.6	34.7	9.7		36.1	30.6	15.4	
During high school	49.0	65.3	88.1		63.7	64.1	83.0	
After arriving at college	--	--	--		--	--	--	
Awareness ROTC is associated with:								
Army	63.9	66.7	39.5		78.2	61.0	43.6	
Navy	0.6	0.6	6.1		1.9	5.0	16.5	
Air Force	1.8	2.3	10.6		1.8	1.4	10.0	
All service branches	25.0	18.6	23.0		13.6	5.5	13.3	
No specific branch	7.2	11.9	19.8		4.3	20.3	17.3	
^a n = 362	^b n = 129	^c n = 319	^d n = 301	^e n = 82	^f n = 64			

Table D-3

Self-Reported Knowledge About ROTC: College, Race Comparison, in Percent

Knowledge of ROTC	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	SROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Amount						
A great deal	43.0	--	8.9	30.4	25.8	11.0
Some	51.7	52.9	33.4	62.8	28.3	33.3
Little or nothing	4.6	46.7	56.9	3.3	45.9	55.7
First awareness						
During grade school	12.3	10.3	11.5	7.6	0.8	5.6
During high school	64.4	67.7	75.9	67.1	76.6	68.0
After arriving at college	22.5	22.0	11.9	21.8	22.5	22.5
Awareness ROTC is associated with:						
Army	NA	64.2	44.5	NA	60.2	40.6
Navy	NA	3.7	5.2	NA	5.2	9.6
Air Force	NA	1.8	9.8	NA	32.3	12.3
All service branches	NA	25.8	26.9	NA	10.6	18.4
No specific branch	NA	9.6	13.6	NA	--	17.2
^a n = 280	^b n = 104	^c n = 273	^d n = 80	^e n = 52	^f n = 85	

Table D-4

Percent Correct on ROTC/Army Information Test

Test statement	Correct response	High school				College			
		Program schools		Nonprogram school		Program schools		Nonprogram school	
		JROTC cadets ^a	Noncadets ^b	students ^c	students ^c	SROTC cadets ^d	Noncadets ^e	students ^f	students ^f
<u>ROTC information</u>									
Cadets graduating from ROTC have to serve four years of active duty in the Army. ROTC pays all cadets \$100 per month during the freshman and sophomore years of college. ROTC is available for both men and women. ROTC scholarships are available for each college year. It is possible to join the last two years of ROTC without attending the first two. ROTC requires attending a summer camp each year of college. Some ROTC graduates fulfill most of their Army obligation in the Reserves or National Guard.	False	46.4	47.8	41.1	41.1	68.5	51.4	42.7	42.7
	False	39.3	41.6	32.4	32.4	93.2	53.4	37.4	37.4
	True	93.4	94.2	92.7	92.7	98.5	94.9	92.5	92.5
	True	78.2	84.6	75.8	75.8	77.4	77.4	80.6	80.6
	True	60.1	47.0	25.0	25.0	83.0	65.1	48.1	48.1
False	58.6	56.9	47.3	47.3	93.2	47.5	47.7	47.7	
True	75.2	78.8	71.7	71.7	82.9	69.6	74.9	74.9	
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358				

Table D-4 (Continued)

Test statement	Correct response	High school				College			
		Program schools		Nonprogram school		Program schools		Nonprogram school	
		JROTC cadets ^a	Noncadets ^b	students ^c	students ^c	SROTC cadets ^d	Noncadets ^e	students ^f	students ^f
<u>Army information</u>									
The starting pay for an Army 2nd Lieutenant is over \$700 per month.	True	67.7	62.6	51.6		78.3	72.0	65.7	
All officers must serve at least 4 years active duty. Officers can retire after 15 years duty at one-half of their pay.	False	33.6	31.9	29.4		61.9	32.9	30.5	
All officers must serve in the infantry for at least one year.	False	54.2	46.1	49.2		58.9	32.3	41.7	
After an obligated duty period, officers may resign from the Army at any time. Officers receive a maximum of 20 days paid vacation per year.	False	59.7	38.6	53.4		84.0	56.6	39.8	
	True	68.8	65.0	68.7		77.2	70.2	73.7	
	False	45.2	31.5	39.5		57.0	39.1	39.2	
		^a _n = 663	^b _n = 211	^c _n = 383	^d _n = 360	^e _n = 156	^f _n = 358		

Table D-5

Percent Correct on ROTC/Army Information Test--High School, Race Comparison

Test statement	Correct response	White				Nonwhite			
		Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f		
		JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e			
<u>ROTC information</u>									
Cadets graduating from ROTC have to serve four years of active duty in the Army. ROTC pays all cadets \$100 per month during the freshman and sophomore years of college.	False	46.2	51.1	41.3	46.6	41.7	40.0		
ROTC is available for both men and women.	False	42.6	43.3	33.1	34.8	38.4	28.8		
ROTC scholarships are available for each college year.	True	93.6	96.4	93.5	93.0	90.0	88.3		
It is possible to join the last two years of ROTC without attending the first two.	True	77.3	87.0	78.3	79.6	80.0	81.4		
ROTC requires attending a summer camp each year of college.	True	59.8	47.4	26.3	60.6	46.0	18.5		
Some ROTC graduates fulfill most of their Army obligation in the Reserves or National Guard.	False	63.9	60.2	47.9	51.2	50.7	43.9		
	True	72.9	78.4	71.2	78.3	79.4	74.4		
		^a n = 362	^b n = 129	^c n = 319	^d n = 301	^e n = 82	^f n = 64		

Table D-5 (Continued)

Test statement	Correct response	White				Nonwhite			
		Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f		
		JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e			
<u>Army information</u>									
The starting pay for an Army 2nd Lieutenant is over \$700 per month.	True	68.7	64.5	50.9		66.3	59.1		54.8
All officers must serve at least 4 years active duty. Officers can retire after 15 years duty at one-half of their pay.	False	38.9	36.2	28.9		26.1	23.6		32.2
All officers must serve in the infantry for at least one year.	False	57.4	46.5	48.9		49.8	45.3		50.5
After an obligated duty period, officers may resign from the Army at any time. Officers receive a maximum of 20 days paid vacation per year.	False	71.3	41.5	45.1		41.9	33.0		39.0
	True	73.8	72.0	70.0		61.6	51.6		62.2
	False	49.7	28.0	39.2		38.9	38.2		40.9
		a _n = 362	b _n = 129	c _n = 319	d _n = 301	e _n = 82	f _n = 64		

Table D-6

Percent Correct on ROTC/Army Information Test--College, Race Comparison

Test statement	Correct response	White				Nonwhite			
		Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f		
		SROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e			
<u>ROTC information</u>									
Cadets graduating from ROTC have to serve four years of active duty in the Army. ROTC pays all cadets \$100 per month during the freshman and sophomore years of college.	False	76.0	53.1	43.1	50.1	47.6	41.2		
	False	94.3	44.2	36.8	90.5	73.2	39.6		
	True	99.1	95.4	92.0	96.9	93.8	94.1		
	True	80.0	82.6	80.0	69.8	66.3	82.6		
ROTC is available for both men and women. ROTC scholarships are available for each college year. It is possible to join the last two years of ROTC without attending the first two.	True	82.8	60.5	46.6	83.5	74.9	53.6		
	False	95.1	50.7	46.7	88.4	40.6	51.1		
ROTC requires attending a summer camp each year of college.	True	85.3	79.0	75.8	76.8	49.2	71.8		
Some ROTC graduates fulfill most of their Army obligation in the Reserves or National Guard.									
^a n = 280	^b n = 104	^c n = 273	^d n = 80	^e n = 52	^f n = 85				

Table D-6 (Continued)

Test statement	Correct response	White		Nonwhite		
		Program schools		Program schools		
		SROTC cadets ^a	Noncadets ^b	SROTC cadets ^d	Noncadets ^e	
		Nonprogram school students ^c		Nonprogram school students ^f		
<u>Army information</u>						
The starting pay for an Army 2nd Lieutenant is over \$700 per month.	True	76.9	68.6	81.6	79.4	65.5
All officers must serve at least 4 years active duty. Officers can retire after 15 years duty at one-half of their pay.	False	69.2	41.7	43.9	13.7	27.0
All officers must serve in the infantry for at least one year.	False	59.6	38.0	57.0	37.1	61.2
After an obligated duty period, officers may resign from the Army at any time. Officers receive a maximum of 20 days paid vacation per year.	True	89.0	52.8	71.7	64.6	45.1
	False	75.7	63.9	81.0	83.7	67.3
	False	60.9	31.2	47.5	56.2	44.1
$a_n = 280$	$b_n = 104$	$c_n = 273$	$d_n = 80$	$e_n = 52$	$f_n = 85$	

Table D-7

Sources of Information About ROTC: Racial Comparison, in Percent

Source of information	High school					
	White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e	
ROTC personnel	67.7	29.8	17.0	56.6	37.7	23.5
Parents/relatives	46.6	17.4	17.3	44.5	27.6	19.8
Members of the armed services	42.9	19.4	21.8	38.8	22.8	30.6
Friends	42.2	35.9	21.8	41.4	42.4	27.4
Pamphlets/literature	41.6	41.2	38.7	25.5	34.9	45.8
High school principal/teachers, counselors	39.6	30.8	26.6	29.2	34.4	37.1
Magazines	23.1	26.1	28.1	23.5	21.2	33.6
Television	20.8	33.4	31.7	24.8	18.1	32.3
Billboards	11.5	27.9	19.9	15.5	17.8	14.3
Newspapers	10.6	12.7	14.2	15.1	13.1	13.3
Radio	9.6	16.0	15.9	15.2	9.9	14.6
^a n = 362	^b n = 129		^c n = 119	^d n = 301	^e n = 82	^f n = 64

Table D-7 (Continued)

Source of information	College					
	White			Nonwhite		
	Program schools		Nonprogram school students ⁱ	Program schools		Nonprogram school students ^l
	ROTC cadets ^g	Noncadets ^h		ROTC cadets ^j	Noncadets ^k	
ROTC personnel	78.2	47.2	34.5	60.9	48.5	39.9
Pamphlets/literature	62.4	64.3	64.9	47.5	53.3	47.7
Members of the armed services	52.4	33.6	31.9	46.7	64.9	47.8
Friends	36.6	38.5	32.7	21.0	39.6	30.1
Magazines	31.9	47.7	40.0	30.7	35.6	36.7
Parents/relatives	30.3	29.6	23.9	18.3	18.2	23.8
High school principal/teachers, counselors	24.1	31.3	26.0	25.2	25.1	28.0
Television	23.9	44.5	43.8	23.7	29.7	35.5
Billboards	17.5	37.9	27.9	14.0	24.0	24.9
Newspapers	15.9	26.7	20.7	16.5	24.5	16.3
Radio	14.5	35.1	24.2	14.3	23.7	26.3
$g_n = 260$	$h_n = 104$	$i_n = 273$	$j_n = 80$	$k_n = 52$	$l_n = 85$	

Table D-8

Source of Information and Service Branch, in Percent

Source	High school		
	Program schools		Nonprogram school students ^c
	JROTC cadets ^a	Noncadets ^b	
ROTC personnel			
Army	87.0	85.5	54.6
Navy	15.4	13.3	32.0
Air Force	14.6	17.8	31.0
Parents/relatives			
Army	84.6	68.3	44.0
Navy	12.5	13.8	36.5
Air Force	10.2	14.8	30.7
Friends			
Army	84.7	79.3	40.6
Navy	11.5	26.0	39.8
Air Force	10.5	21.8	29.1
Members of the armed services			
Army	83.1	70.5	48.5
Navy	20.7	37.9	37.9
Air Force	26.9	41.9	27.3
H.S. principal/teachers/ counselors			
Army	88.4	76.3	56.5
Navy	15.8	21.1	42.2
Air Force	15.0	31.6	30.8
Pamphlets/literature			
Army	86.3	82.8	61.9
Navy	44.5	52.7	45.2
Air Force	44.7	57.8	32.7
Magazines			
Army	82.4	73.5	60.8
Navy	39.3	49.0	43.3
Air Force	41.1	61.4	37.5

^a_n = 663^b_n = 211^c_n = 383

Table D-8 (Continued)

Source	High school		
	Program schools		Nonprogram school students ^c
	JROTC cadets ^a	Noncadets ^b	
Television			
Army	80.0	84.5	65.3
Navy	30.6	42.6	65.3
Air Force	33.3	46.9	38.0
Billboards			
Army	82.7	88.0	51.6
Navy	32.4	40.4	44.6
Air Force	31.8	39.8	32.8
Newspapers			
Army	81.8	87.8	63.8
Navy	20.5	47.1	50.6
Air Force	23.0	36.0	26.9
Radio			
Army	89.3	91.4	63.6
Navy	27.6	50.9	42.9
Air Force	28.9	59.0	34.4

^a_n = 663^b_n = 211^c_n = 383

Table D-9

Source of Information and Service Branch, in Percent

Source	College		
	Program schools		Nonprogram school students ^c
	SROTC cadets ^a	Noncadets ^b	
<hr/>			
ROTC personnel			
Army	95.8	70.2	73.5
Navy	13.5	37.6	40.4
Air Force	18.8	16.6	42.2
Pamphlets/literature			
Army	89.8	80.1	76.4
Navy	43.0	57.2	49.9
Air Force	52.6	46.4	53.3
Members of the armed services			
Army	81.5	51.9	78.4
Navy	29.2	48.4	46.3
Air Force	25.6	38.1	49.4
Friends			
Army	88.3	78.0	64.0
Navy	19.8	24.4	42.9
Air Force	28.9	30.0	38.7
Magazines			
Army	89.4	86.2	84.2
Navy	50.1	45.3	48.7
Air Force	48.5	49.9	45.7
Parents/relatives			
Army	78.1	80.2	57.1
Navy	22.0	33.5	41.8
Air Force	29.4	45.5	36.9
H.S. principal/teachers/ counselors			
Army	94.0	61.7	80.2
Navy	29.0	36.3	49.8
Air Force	31.5	50.0	43.6

^a
n = 360^b
n = 156^c
n = 358

Table D-9 (Continued)

Source	College		Nonprogram school students ^c
	Program schools SROTC cadets ^a	Noncadets ^b	
Television			
Army	79.5	75.2	74.4
Navy	43.2	49.3	57.8
Air Force	44.6	41.8	52.7
Newspapers			
Army	93.0	73.6	77.5
Navy	30.7	47.9	47.1
Air Force	34.6	36.5	53.2
Billboards			
Army	94.9	89.6	76.6
Navy	38.0	51.4	46.9
Air Force	47.1	51.3	48.8
Radio			
Army	88.2	84.3	73.5
Navy	33.8	40.5	47.7
Air Force	38.9	47.6	45.0

^a_n = 360^b_n = 156^c_n = 358

Table D-10

Amount of Information About the Army Received by High School
Students from Source, in Percent

Amount from source	High school		
	Program schools		Nonprogram school students ^c
	JROTC cadets ^a	Noncadets ^b	
Radio			
A great deal	14.8	22.4	12.6
Some	50.6	40.4	49.1
Very little	25.9	37.2	30.0
H.S. principals/teachers/ counselors			
A great deal	32.7	3.3	10.8
Some	52.5	45.1	47.6
Very little	10.4	50.6	37.1
ROTC personnel			
A great deal	63.7	33.4	21.4
Some	27.6	39.8	49.9
Very little	4.6	25.4	24.0
Pamphlets/literature			
A great deal	36.2	20.2	19.0
Some	49.0	54.4	56.9
Very little	8.5	23.6	17.1
Friends			
A great deal	32.1	11.9	4.3
Some	51.8	45.0	39.5
Very little	9.5	39.6	54.3
Parents/relatives			
A great deal	40.1	15.0	23.6
Some	47.2	46.1	44.6
Very little	8.5	38.9	27.2
Members of the armed services			
A great deal	52.9	18.2	30.0
Some	38.5	64.1	38.2
Very little	5.9	17.7	26.2

^a n = 663^b n = 211^c n = 383

Table D-10 (Continued)

Amount from source	High school		
	Program schools		Nonprogram school students ^c
	JROTC cadets ^a	Noncadets ^b	
<hr/>			
Billboards			
A great deal	12.6	7.6	11.1
Some	57.4	45.1	39.7
Very little	24.2	41.8	42.8
Magazines			
A great deal	19.2	21.4	11.6
Some	52.7	58.1	54.3
Very little	20.3	15.3	27.1
Newspapers			
A great deal	16.8	31.1	15.0
Some	46.7	16.8	53.5
Very little	22.3	39.3	23.4
Television			
A great deal	20.9	18.7	10.1
Some	52.8	47.0	53.0
Very little	17.4	33.2	33.1

^an = 663^bn = 211^cn = 383

Table D-11

Amount of Information About the Army Received by College
Students from Source, in Percent

Amount from source	College		
	Program schools		Nonprogram school students ^c
	SROTC cadets ^a	Noncadets ^b	
ROTC personnel			
A great deal	74.8	39.6	43.2
Some	21.9	42.5	38.4
Very little	2.2	9.9	11.3
Billboards			
A great deal	10.9	16.9	12.3
Some	65.0	62.7	35.5
Very little	20.2	19.9	46.0
H.S. principal/teachers/ counselors			
A great deal	30.0	24.8	10.4
Some	54.2	48.1	51.4
Very little	15.8	27.1	29.9
Newspapers			
A great deal	5.9	15.3	11.6
Some	79.2	58.3	39.2
Very little	14.1	16.8	37.2
Pamphlets/literature			
A great deal	33.8	23.7	27.9
Some	55.7	57.8	45.8
Very little	8.0	14.8	21.6
Magazines			
A great deal	17.0	12.4	16.0
Some	62.9	62.3	44.2
Very little	16.2	24.4	34.2
Friends			
A great deal	42.6	21.8	13.6
Some	43.0	55.3	57.0
Very little	12.4	21.0	25.4

^a_n = 360^b_n = 156^c_n = 358

Table D-11 (Continued)

Amount from source	College		
	Program schools		Nonprogram school students ^c
	SROTC cadets ^a	Noncadets ^b	
Radio			
A great deal	8.2	6.4	5.7
Some	79.6	70.7	47.5
Very little	12.2	22.4	40.8
Members of the armed services			
A great deal	55.1	44.9	33.9
Some	42.1	31.0	47.6
Very little	1.0	44.4	13.8
Television			
A great deal	12.0	23.2	7.3
Some	59.0	58.2	43.2
Very little	23.9	16.4	40.6
Parents/relatives			
A great deal	51.2	26.7	17.6
Some	35.8	45.5	49.6
Very little	9.8	27.0	25.2

^a_n = 360 ^b_n = 156 ^c_n = 358

Table D-12

Extent of Influence on Respondents to Join Army ROTC, in Percent

Influence by source	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e	
Radio						
Very much	10.1	--	1.7	5.1	8.8	3.3
Some/very little	41.7	20.3	29.7	36.1	46.5	21.0
Not at all	40.8	79.7	54.3	55.8	44.1	72.7
H.S. principal/teachers/ counselors						
Very much	23.2	0.6	1.0	24.7	18.2	5.1
Some/very little	51.9	13.0	35.6	40.2	33.3	20.2
Not at all	21.4	86.4	60.1	35.1	48.6	72.3
ROTC personnel						
Very much	43.1	17.2	15.1	53.0	19.5	14.6
Some/very little	40.9	23.1	15.0	29.2	41.7	33.3
Not at all	10.0	58.2	56.5	14.2	38.1	42.1
Pamphlets/literature						
Very much	16.7	*	4.8	20.2	15.9	7.2
Some/very little	51.5	34.1	33.0	42.3	34.8	23.7
Not at all	25.7	64.2	54.9	34.4	48.6	53.2
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

*Less than 0.5%.

Table D-12 (Continued)

Influence by source	High school			College		
	Program schools		Nonprogram	Program schools		Nonprogram
	JROTC cadets ^a	Noncadets ^b	school students ^c	SPOTC cadets ^d	Noncadets ^e	school students ^f
Friends						
Very much	25.5	23.6	4.8	34.8	6.1	12.6
Some/very little	48.9	17.0	25.0	38.2	33.6	26.9
Not at all	20.6	55.8	66.3	23.7	59.3	55.5
Parents/relatives						
Very much	34.9	19.5	13.6	36.9	21.9	3.6
Some/very little	47.5	28.5	34.1	41.3	34.2	21.4
Not at all	15.5	52.0	47.4	17.4	43.0	63.4
Members of the armed services						
Very much	35.7	14.0	18.1	46.5	31.2	15.3
Some/very little	47.9	18.7	21.6	36.8	28.5	28.7
Not at all	12.0	65.8	51.1	14.0	30.6	48.1
Billboards						
Very much	11.6	4.8	5.7	4.2	10.7	2.9
Some/very little	44.4	16.5	22.4	31.8	48.6	20.0
Not at all	35.3	78.7	65.3	60.1	40.2	69.2
Magazines						
Very much	13.9	--	4.4	5.9	4.7	6.6
Some/very little	38.8	40.4	20.6	39.8	43.8	20.9
Not at all	39.4	59.6	67.5	48.5	50.6	67.0
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Table D-12 (Continued)

Influence by source	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC	Noncadets ^b		SROTC	Noncadets ^e	
	cadets ^a			cadets ^d		
Newspapers						
Very much	26.2	--	3.7	6.7	8.4	5.6
Some/very little	27.6	25.1	32.3	32.6	34.3	20.1
Not at all	37.2	55.3	53.8	60.7	46.2	60.3
Television						
Very much	13.4	11.6	3.7	5.4	12.2	5.0
Some/very little	44.6	12.9	27.1	43.9	42.1	14.9
Not at all	33.9	75.6	67.4	44.6	43.6	75.8
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Table D-13

Attitudes Toward Drill and Marching Requirements, in Percent

Attitude	High school			College		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f
	JROTC cadets ^a	Noncadets ^b		SROTC cadets ^d	Noncadets ^e	
Enjoyable	31.9	9.2	6.8	18.7	6.1	8.0
Teaches discipline	12.0	1.4	7.0	5.7	12.9	10.3
Teaches dignity/develops character	7.0	0.9	0.9	0.8	--	1.5
Good exercise	4.6	2.4	5.6	2.8	6.5	4.5
It's necessary/should have them	9.8	6.8	8.7	15.9	15.9	13.1
Necessary for future military work/fundamental	5.8	10.6	3.6	4.7	10.7	3.3
Should be more of it	6.0	2.3	0.5	12.5	--	--
Unnecessary requirement	2.4	11.9	10.2	5.9	12.9	10.2
Should be less of it	2.2	1.3	5.5	9.5	5.8	9.2
Just don't like it	5.5	8.3	14.5	4.0	4.0	13.6
Indifferent	19.5	24.7	22.8	26.9	17.7	22.3
^a _n = 663	^b _n = 211	^c _n = 383	^d _n = 360	^e _n = 156	^f _n = 358	

Table D-14

Occasions When Wearing Uniform Should Be Compulsory,
According to Respondents, in Percent

Occasion	High school			College		
	Program schools		Nonprogram	Program schools		Nonprogram
	JROTC cadets ^a	Noncadets ^b	school students ^c	SROTC cadets ^d	Noncadets ^e	school students ^f
Classes/labs	7.0	3.3	14.5	25.2	11.6	14.9
Drills/during drills	35.0	31.6	37.7	45.7	39.4	38.9
Field exercises	1.2	0.4	0.6	9.7	2.8	2.2
Military ROTC functions	4.7	7.3	4.5	6.7	8.6	5.4
Any military activity	3.4	3.9	3.3	0.7	5.2	8.4
Inspection	16.5	13.2	4.7	0.5	1.5	2.0
Active duty	1.0	2.7	5.8	5.7	3.1	5.9
National holidays	5.8	5.7	9.4	1.8	0.6	4.4
Parades	10.3	13.2	5.7	10.9	6.1	4.2
Ceremonies	7.4	3.3	2.1	11.9	9.1	4.2
Other special occasions (visiting VIPs, formal occasions, etc.)	18.8	19.9	20.2	28.2	23.7	15.1
Specified times per week	18.9	5.6	0.9	2.4	--	1.8
Only when told to/when necessary	7.3	3.6	0.9	1.5	--	1.4
Never	3.3	6.9	4.7	2.5	2.1	9.4
^a n = 663	^b n = 211	^c n = 383	^d n = 360	^e n = 156	^f n = 358	

Table D-15

Perceived Disadvantages of Army ROTC: Racial Comparison, in Percent

Disadvantage	High school					
	White			Nonwhite		
	Program schools JROTC cadets ^a	Noncadets ^b	Nonprogram school students ^c	Program schools JROTC cadets ^d	Nonprogram school students ^e	Nonprogram school students ^f
Program places too many restrictions on personal behavior	25.6	27.6	38.6	24.0	26.8	31.8
Image of the program on campus	24.5	22.3	7.8	14.4	15.0	5.5
Active duty requirements	18.7	14.2	18.9	8.2	8.6	19.7
Pay is not enough relative to time requirements	9.6	7.2	11.8	23.8	3.9	16.3
What the Army stands for	4.9	8.0	8.2	9.4	5.5	4.8
College						
Disadvantage	White			Nonwhite		
	Program schools SROTC cadets ^g	Noncadets ^h	Nonprogram school students ⁱ	Program schools SROTC cadets ^j	Nonprogram school students ^k	Nonprogram school students ^l
	Program schools SROTC cadets ^g	Noncadets ^h	Nonprogram school students ⁱ	Program schools SROTC cadets ^j	Nonprogram school students ^k	Nonprogram school students ^l
Image of the program on campus	33.0	4.9	5.5	42.4	7.4	3.6
Program places too many restrictions on personal behavior	18.5	41.1	38.8	9.3	39.7	41.9
Active duty requirements	18.2	26.2	20.5	16.0	35.2	13.9
Pay is not enough relative to time requirements	8.1	14.8	8.3	10.7	*	7.9
^a n = 382	^b n = 129	^c n = 319	^d n = 301	^e n = 82	^f n = 64	^g n = 280
ⁱ n = 273	^j n = 80	^k n = 52	^l n = 25			^h n = 104

*Less than 0.5%.

Table D-16

SROTC Cadet Attitude Toward Guaranteed Service
With Reserve/Guard, in Percent

Attitude	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Very much in favor of it	18.9	18.5	19.9	17.9	21.3
Somewhat in favor of it	24.8	20.5	37.5	17.6	42.4
Would make no difference	15.5	18.5	6.7	15.5	15.8
Not particularly in favor of it	18.1	19.9	12.7	23.6	4.7
Definitely not in favor of it	18.1	19.0	15.7	21.3	10.4
No answer	4.5	3.6	7.5	4.2	5.4

^a_n = 360^b_n = 235^c_n = 125^d_n = 280^e_n = 80

Table D-17

Intention to Join Army ROTC If Available: Racial Comparison, in Percent

Intention	High school						College					
	White			Nonwhite			White			Nonwhite		
	Program schools		Nonprogram school students ^c	Program schools		Nonprogram school students ^f	Program schools		Nonprogram school students ^h	Program schools		Nonprogram school students ^j
	JROTC cadets ^a	Noncadets ^b		JROTC cadets ^d	Noncadets ^e		Non JROTC cadets ^g	Non JROTC cadets ⁱ				
Yes, definitely	31.1	3.5	3.2	40.3	3.1	3.0	--	--	0.7	0.8	--	
Yes, maybe	23.6	8.5	7.7	29.7	10.6	24.3	--	--	1.0	18.7	7.8	
Undecided	18.8	9.7	20.6	13.1	26.2	18.3	8.4	8.4	4.8	7.0	11.3	
Maybe not	7.1	4.0	15.6	5.5	19.4	20.7	5.9	5.9	5.9	8.6	15.0	
Definitely not	11.0	66.2	41.4	6.4	26.6	28.7	85.6	85.6	86.2	61.0	64.5	
Don't intend to go to college	6.9	2.2	3.0	2.5	5.3	--	--	--	--	--	--	
Unaware of ROTC until today	--	3.1	8.3	0.7	5.1	5.0	--	--	--	--	--	
^a n = 362	^b n = 129		^c n = 319		^d n = 301		^e n = 52		^f n = 64		^g n = 104	

Table D-18

Reasons for Interest in Joining Army ROTC, in Percent

Reason	High school				College			
	Program schools		Nonprogram school		Program schools		Nonprogram school	
	JROTC cadets ^a	Noncadets ^b	students ^c	students ^d	SROTC cadets	Noncadets	students ^e	students ^e
Training/experience	35.1	9.7	16.2		NA	21.7	24.5	
Train to become an officer/receive commission	8.3	5.5	0.5		NA	--	5.7	
Useful training for future career	5.0	0.5	5.1		NA	--	3.3	
Improve job opportunities	4.0	2.3	4.3		NA	21.3	12.3	
Other training/experience mentions	6.2	1.1	3.3		NA	--	5.9	
Interest in military	13.2	--	3.7		NA	3.4	7.3	
Like/enjoy Army life	5.0	--	1.3		NA	--	2.7	
Previous interest in ROTC/always wanted to join	5.0	--	--		NA	3.4	3.1	
Self-development/improvement	16.5	4.9	6.3		NA	0.6	11.2	
Develop leadership potential	11.8	2.8	3.5		NA	--	7.9	
Learn self-discipline/sense of responsibility	5.4	1.0	2.0		NA	0.6	5.3	
Miscellaneous								
Scholarship/financial assistance	6.9	13.4	16.5		NA	51.0	32.9	
Like/enjoy ROTC program	3.5	--	--		NA	--	--	
Educational benefits	2.2	4.1	5.4		NA	1.8	14.6	
Something different/new to do	--	--	2.1		NA	15.9	--	
No particular reason	6.8	6.6	4.5		NA	16.3	7.6	
Relatives/friends in Army, military service	--	--	--		NA	14.4	--	
Meeting a variety of people	--	--	1.7		NA	3.6	6.0	
Travel/trips	--	1.1	4.4		NA	3.6	7.8	
^a n = 509	^b n = 71				^c n = 119			
	^d n = 23				^e n = 39			

Table D-19

Action Would Take If Preferred College Does Not Have
Army ROTC Program, in Percent

Action	High school		
	Program schools		Nonprogram
	JROTC cadets ^a	Noncadets ^b	school students ^c
Would pick another school.	18.8	2.4	4.7
Would take ROTC at school nearby.	18.8	10.2	5.8
Would attend preferred school anyway.	28.7	45.6	54.2
Would not be interested in participating in any other college student officer training program.	2.4	5.9	0.5
Might participate in some other college student officer training program; not sure yet.	16.4	11.1	19.7
Don't think would be eligible for any other college student officer training program.	0.9	4.2	0.6
Will transfer to a school that has a 2-year Army ROTC program.	6.3	5.2	0.6
None of the above.	6.1	12.9	8.6

^a_n = 509^b_n = 71^c_n = 119

APPENDIX E

FACTORS RELATED TO ROTC/ARMY CAREER COMMITMENT

Table E-1

Most Important Influence on SROTC Cadets'
Decision to Join ROTC, in Percent

Influence	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Commission for Army career	17.3	20.0	9.1	19.9	10.8
Leadership/management					
training	13.5	14.2	11.3	14.2	11.7
Financial benefits	13.1	13.8	11.1	12.7	14.0
Job security after					
graduation	11.5	10.8	13.9	10.3	14.6
Friend(s)	8.7	4.9	20.3	7.8	11.1
Program of instruction	6.8	6.9	6.7	8.4	3.0
Parents	5.3	5.8	3.6	4.3	7.6
Interest in military					
history	5.2	4.8	6.1	5.1	5.4
Patriotism	3.8	4.2	2.7	4.7	1.8
Counselor(s)	3.5	3.7	2.8	1.1	9.4
Easy electives	2.9	3.0	2.6	3.8	0.8
Brother(s)/sister(s)	1.9	2.2	0.9	1.3	3.4
Practical field training	1.9	1.2	4.0	1.5	2.8

^a_n = 360

^b_n = 235

^c_n = 125

^d_n = 280

^e_n = 80

Table E-2

Role of Academic/Financial Incentives Among Current
SROTC Cadets, in Percent

	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
All ROTC cadets					
Would stay in ROTC without credit for military courses	48.7	47.9	50.9	55.1	32.8
Scholarship cadets					
Have 3-year scholarship	7.3	9.5	0.4	8.5	4.3
Have 4-year scholarship	3.3	3.9	1.6	4.4	0.6
Nonscholarship cadets					
Hope to get a scholarship	40.2	39.6	41.6	32.9	58.2
Would stay in ROTC without a scholarship	65.3	51.6	71.9	54.8	61.3
Would stay in ROTC without subsistence allowance	43.9	40.2	54.6	42.3	47.5
^a _n = 360	^b _n = 235	^c _n = 125	^d _n = 280	^e _n = 80	

Table E-3

Major ROTC "Turnoffs" (Objections to ROTC
Among SROTC Cadets), in Percent

Objection	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Commitment/obligation to Army after graduation	19.6	21.3	--	19.6	--
Doesn't attract top students	19.1	21.7	--	21.9	--
Being in Army is a dead-end job	17.5	21.7	--	20.1	--
Can't work it into my schedule/educational plans	11.5	10.6	--	13.1	--
Nothing disliked/no problems	10.1	9.6	--	11.6	--
Conflict with career interests	6.6	7.4	--	7.5	--
Not instructive/too many Mickey Mouse programs	5.7	6.3	--	6.5	--

^a_n = 64^b_n = 40^c_n = 24^d_n = 54^e_n = 10

Table E-4

Major Reasons for Not Continuing in Advanced ROTC,
in Percent

Reasons	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Don't like/not ready for 4 years commitment/ obligation	16.8	18.4	13.0	14.4	25.9
Army is not my idea of a career	13.8	19.1	0.8	17.4	--
Don't like/not interested in military, Army	12.6	14.8	7.4	12.0	14.8
Not sure of future plans	9.4	10.0	8.2	10.8	4.4
Career interest wouldn't be fulfilled by Army	7.7	8.0	6.9	8.9	3.3
Don't like ROTC	6.8	6.7	7.0	8.1	1.7
Future/marriage obligations	4.9	0.8	14.8	6.2	--
My major/other school courses more important	4.8	5.5	3.1	5.2	3.0
^a _n = 159 ^b _n = 92 ^c _n = 67 ^d _n = 129 ^e _n = 30					

Table E-5

Interest Ratings (5-Point Scale) for Group I Field Training

Activity	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Cooperative training with Reserve or National Guard units	3.73	3.63	4.03	3.02	4.00
Army orientation training	3.91	3.87	4.04	3.80	4.20
Ranger training (exclusive of ROTC Ranger Camp)	3.65	3.79	3.21	3.56	3.85
RECONDO training	3.46	3.60	3.05	3.45	3.49
Orienteering teams	3.60	3.59	3.63	3.55	3.73
Mountaineering (rappelling, rescue/survival techniques, etc.)	4.06	4.09	3.97	4.12	3.91
Cold weather operations (skiing, snow-shoeing, survival techniques, etc.)	3.46	3.55	3.19	3.48	3.41
Water operations (river/stream crossing, canoe/boat/raft trips)	3.97	3.95	4.03	4.05	3.77
Airborne training at Fort Benning	3.81	3.92	3.50	3.84	3.74
Marksmanship teams (rifle and pistol)	4.04	4.05	4.00	3.97	4.22
Drill team/honor guard/color guard/band competition	3.12	2.91	3.77	2.77	3.98
Orientation visits to Active Army installations	3.86	3.74	4.23	3.69	4.28

Note. Ratings made on 5-point scale, where 1 = greatest interest, 5 = least interest.

^a_n = 360 ^b_n = 235 ^c_n = 125 ^d_n = 280 ^e_n = 80

Table E-6

Interest Ratings (5-Point Scale) for Group II Field Training

Activity	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Honorary, professional and social organizations:					
Pershing Rifles	3.18	3.14	3.32	3.09	3.42
Scabbard and Blade	3.09	3.09	3.07	3.03	3.21
Association of the United States Army	3.54	3.48	3.73	3.43	3.83
Society of American Military Engineers	2.81	2.92	2.49	2.58	3.39
Cadet Reserve Officers Association	3.29	3.25	3.43	3.04	3.91
Branch oriented organizations	3.59	3.61	3.55	3.53	3.75
Military History Club	2.97	2.89	3.20	2.80	3.37
Community relations and public affairs training:					
Civic action (volunteer work at hospitals, orphanages, etc.)	3.56	3.41	4.01	3.33	4.14
Speaker programs	3.29	3.27	3.34	3.18	3.56
Civil defense and disaster activities	3.82	3.81	3.86	3.77	3.96
Local parades and ceremonies	3.08	2.93	3.55	2.82	3.74
Planning and self-improvement training:					
ROTC newspaper	3.11	2.88	3.78	2.85	3.75
Military ball committee	3.05	2.83	3.70	2.83	3.59
Military correspondence courses	3.21	3.11	3.51	3.00	3.75
Research projects	3.54	3.45	3.81	3.34	4.03

Note. Ratings made on 5-point scale, where 1 = greatest interest, 5 = least interest.

^a n = 360 ^b n = 235 ^c n = 125 ^d n = 280 ^e n = 80

Table E-7

Comparison of ROTC Course Work With Other
School Courses, in Percent

Opinion	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
ROTC courses are better	18.6	17.4	22.2	17.6	21.1
ROTC courses are worse	12.6	15.3	4.7	17.5	0.5
ROTC courses are about as good	53.8	50.5	63.5	51.7	59.0
Depends on the course	14.5	16.3	9.2	12.6	19.4

^a_n = 360 ^b_n = 235 ^c_n = 125 ^d_n = 280 ^e_n = 80

Table E-8

Ways ROTC Could Improve Course Content, According to SROTC Cadets, in Percent

Suggested improvement	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
More relevant/practical information to					
Army situations	10.8	9.8	13.8	12.8	5.8
More informative subject matter	8.7	10.4	3.7	11.3	2.5
More interesting/challenging classes	7.4	8.2	4.9	7.5	7.0
More in-class work/more classes more often	6.4	5.5	8.9	5.3	9.0
More out of class work/field study/ homework	6.3	7.4	3.1	7.9	2.4
More military training/research/Army detail	4.8	5.2	3.6	5.5	3.2
Materials	8.2	9.2	5.4	6.7	11.9
Instructors	2.8	3.3	1.3	3.2	1.9
No improvement needed	23.4	23.8	22.2	19.9	31.9
Don't know/no answer	12.9	9.1	24.4	12.0	15.1

^a n = 360^b n = 235^c n = 125^d n = 280^e n = 80

Table E-9

Ways ROTC Could Improve Instruction, According
to SROTC Cadets, in Percent

Suggested improvement	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Instructor improvement	19.7	18.4	23.7	19.2	21.0
Better qualified/more experienced/more specialized instructors	8.5	7.3	12.3	8.9	7.5
Classwork improvement	35.1	34.7	36.3	36.0	32.8
Have more of it/more classes per week	7.7	8.0	7.0	8.4	6.0
Should be more sci- plined/tough	5.5	5.8	4.4	6.8	2.3
More informative, more details/more interesting	5.3	5.0	6.4	5.4	5.3
No improvement needed	38.8	41.2	31.6	40.0	35.8
Don't know/have no idea	8.0	7.5	9.8	7.6	9.1

^a_n = 360^b_n = 235^c_n = 125^d_n = 280^e_n = 80

Table E-10

Postgraduation Army Plans of SROTC Cadets, in Percent

Plans	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Regular Army, definitely	28.3	32.3	16.2	30.2	23.4
Leaning toward regular Army	15.2	16.2	12.2	13.9	18.5
Active Duty Reserve, definitely	6.8	5.6	10.7	7.4	5.5
Leaning toward Active Duty Reserve	11.5	8.0	22.1	9.5	16.4
Active Duty training, definitely	6.6	4.5	13.1	3.4	14.7
Leaning toward Active Duty training	7.3	8.6	3.2	5.3	12.0
Undecided/don't know	20.6	20.7	20.3	25.1	9.5
^a _n = 360	^b _n = 235	^c _n = 125	^d _n = 280	^e _n = 80	

Table E-11

SROTC Cadets' Willingness to Join the Army With No ROTC
Contractual Obligation, in Percent

	Total ^a	Male ^b	Female ^c	White ^d	Nonwhite ^e
Definitely not	13.7	15.7	7.8	17.0	5.5
Perhaps not	12.4	11.6	14.8	13.7	9.2
Don't know	8.8	18.8	18.8	18.9	18.5
Perhaps yes	37.2	35.0	43.9	34.2	44.8
Definitely yes	17.6	18.5	14.7	15.8	22.0
^a _n = 360	^b _n = 235	^c _n = 125	^d _n = 280	^e _n = 80	